



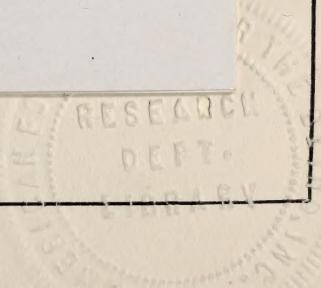


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FOR THE BLIND INC.

**Perkins Institution
And Massachusetts School
For the Blind**

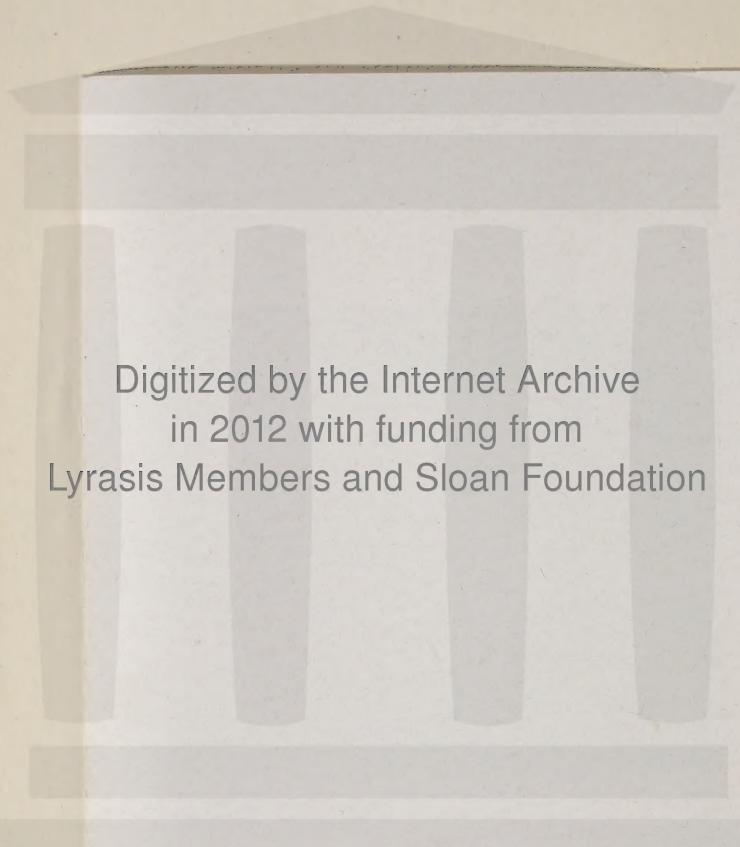


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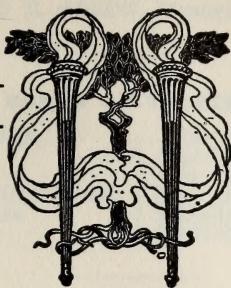


Delegates, teachers, visitors and pupils attending the 27th Biennial Convention of the American Association of Instructors of the Blind, Perkins Institution, Watertown, Mass., June 23-27, 1924.



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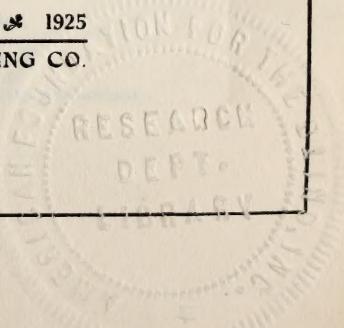


**NINETY-THIRD ANNUAL REPORT
OF THE TRUSTEES**

1924



BOSTON * * * * 1925
WRIGHT & POTTER PRINTING CO.



Petkins Institution
And Massachusetts School
for the Blind



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SYNOPSIS OF THE PROCEEDINGS OF THE ANNUAL MEETING OF THE CORPORATION.

WATERTOWN, November 5, 1924.

The annual meeting of the corporation, duly summoned, was held to-day at the institution, and was called to order by the president, Hon. Francis Henry Appleton, at 3 P.M.

The proceedings of the last meeting were read and approved.

The annual report of the trustees was accepted and ordered to be printed, together with the usual accompanying documents.

The report of the treasurer was accepted and ordered on file.

Voted, That acts and expenditures, made and authorized by the Board of Trustees, or by any committee appointed by said Board of Trustees, during the corporate year closed this day, be and are hereby ratified and confirmed.

The corporation then proceeded to ballot for officers for the ensuing year, and the following persons were unanimously elected:—

President. — Hon. Francis Henry Appleton.

Vice-President. — William L. Richardson.

Treasurer. — Albert Thorndike.

Secretary. — Edward E. Allen.

Trustees. — Francis Henry Appleton, William Endicott, Paul E. Fitzpatrick, G. Peabody Gardner, Jr., Robert H. Hallowell, James A. Lowell, Mrs. George T. Putnam, and Leverett Saltonstall.

The meeting then adjourned.

EDWARD E. ALLEN,
Secretary.

REPORT OF THE TRUSTEES.

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND,
WATERTOWN, November 5, 1924.

LADIES AND GENTLEMEN:— In our last report we expanded the proposition that the socialization of the pupils is our chief concern, and we explained at length and in some detail how we set about its accomplishment. We said something, too, of the extent of our success. In the present report we shall use the demonstration of our pupils at work in their school environment early last summer as the occasion of particular comment, since it showed them and us together with about 200 instructors of the blind, assembled from all over the country and Canada, just what Perkins Institution stands for. We shall then state some of the fundamental principles on which we conduct the institution, list our extension services, and finish with a short chronicle of sundry outstanding events of the year.

These delegates of the American Association of Instructors of the Blind, who were meeting in convention at Watertown, resided during the four days of it at our institution. The usual excellent program of papers and discussions was arranged and gone through with pleasure and profit, for it was varied and made interesting through a lot of round table and other special group meetings and exhibits. The season was June, “when if ever come perfect days;” and all our grounds and buildings looked their loveliest. Outdoors and indoors was all one garden in bloom,—the most attractive flowers being the host of young people present, especially, by reason of numbers, our own pupils. With

these there were champion athletes from the Pennsylvania school, who had come on for a field day contest with ours, and a band from the blind and the semi-sighted school classes of Cleveland, who had traveled all that distance for the lark and the pleasure of playing for general entertainment. All these stayed for the four days. For one whole day a model class of children came with their teacher from nearby Chelsea to illustrate methods of sight-saving instruction in the public schools of Massachusetts. In fact, there were almost as many children present as there were delegates,—making with our corps of teachers and others some 500 people.

There have been larger conventions of workers for the blind but never before so unconventional a convention, or one which was such a departure from type. What made it so was obviously the pupil factor, the omnipresence of the children,—our own even continuing their “contributory effort” in the daily routine of their twelve families,—that is, making both their own beds mornings and those of the guests and waiting upon them at table while also eating there with them and after meals washing up the dishes just as they always do. For a week beforehand these pupils had helped get ready their cottages and schoolrooms, and now while also serving as guides, pages and messengers to the visitors could not but reflect everywhere the character of their training and environment: showing how well or how ill they had responded to their daily intimate associations with the teachers (for at Perkins housematrons and all other resident officers are regarded as teachers); in a word, how far under the family system they had met our ideal of the socialization possible to young blind people. Of course they were as happy as the livelong day, and showed it too. The convention was a prodigious occasion for them — the freedom from school classes and from routine in going early to bed and getting up, the unusual variety of table-menu, and the

pleasure of mingling in social equality with their visitors and guests. All this they took as a privilege and comported themselves accordingly. Not a few alumni and alumnae came back to be school-boy and school-girl helpers again.

These significant and worth while interests of life at boarding school, demonstrated day in and day out as they were through the coöperative attack of pupils and staff alike, a friend connected with a neighboring business school has called conducting the convention on the case system. Certainly those visitors who spoke or wrote to Mr. Allen of their impressions made the presence, activities and joyousness of the children their main theme, one writing that it was "far more informing and instructive than the old blind conventions, helpful as those were." Therefore, his plan of holding the pupils over for the gathering was wise and profitable as an expression of their life at school; and it was profitable in an especial manner also to them. It seems to him and his staff as though the children had never returned from home so fine-spirited as they have this fall.

Another close friend and student of the institution, after complimenting the administration on the smoothness of the convention's running and the invisible government by which this was actuated and controlled, also on its unusually varied program, wrote: "The unique feature of the convention,—the display of an up-to-date school in actual operation,—served several purposes which made the convention unlike others. Persons new to the work had an easy and quick method of learning much about the inner doings of a school for the blind. Those who were already in the work were impelled to attempt self-criticism for a wholesome inventory of where they stood by comparing what they were in the habit of doing at home with what they saw before them. It would seem to me that such an opportunity might give great self satisfaction for those who are already doing well,

and lead to much needed ‘New Year’s resolutions’ of imitation as would fit the less capable to match up to the standards.

“Success may be defined as ‘making facts fit an image.’ It would seem to me that Perkins had a very high ideal of what the convention should be and that it succeeded admirably in making the facts fit the image because the convention was interesting and unobtrusively educational from start to finish.” This is high praise and calls for some further explanation. The affair did run smoothly. The bearing and importance of it all had been impressed upon staff and pupils long beforehand, so that everybody was eager for it. Even the pupils were consulted as to the best manner of conducting it. Each person was either put on some of the many committees or felt himself on one. There was nothing nominal about all this; everybody worked before and during the convention. And so it became in a measure his own — something for which he felt himself responsible. This feeling it was which made the details run with machinelike smoothness. As to the welcome and entertainment part, it could not but be cordial. So, in the spirit of corporate responsibility, the Perkins people put it through.

The convention was unobtrusive because the exhibiting feature was generally suppressed. Though school classes were not held, all the classroom equipment was left out for such inspection as visiting teachers and students cared to make, and given methods were occasionally demonstrated with the aid of actual pupils. By special request sundry concerts, dramatic plays and dancing, which had been given last spring, were repeated to end off the long days’ more serious programs. Such a living and working exhibit of its diversified activities as Perkins often gives the public in museum and swimming pool was also repeated. Then, too, the actual closing exercises of our school year with the awarding of diplomas came in naturally as a part of the proceedings,

just as the yearly contest in field sports between the Overbrook and Perkins schools was made to do. The usual inspirational chapel exercises, on which we lay particular stress as a fitting prelude to every working day, were held mornings for those who cared to attend them before assembling in the large hall for the general program.

The convention was then educational from start to finish. That it was so complete a demonstration of the life and ideals of Perkins was only possible because of the commodious character of our plant. Some doubling up of pupils was indeed necessary. Many had offered to sleep anywhere,—even in “pup tents” out of doors; but none had to do that. We particularly thank those who joined in to help us enlarge and enhance the pupil factor, especially Principal Burritt, who, along with the largest outside delegation of all, brought on eight of his boys from Philadelphia. We thank, too, those who made it possible for fifteen boys to come from Cleveland.

The life in our cottage families, which tends to make the children creative because their interests are in it, has been described in previous reports, especially since our removal to Watertown. But of the ideals and tenets, which have not needed changing but merely expanding during the school's long existence of ninety-two years, some may be here profitably rehearsed. Both Mr. Anagnos and Mr. Allen have been proud to concede the fact that Perkins Institution is “the lengthened shadow of one man,”—its first director and creative genius, Dr. Howe.

Though blindness is in itself a heavy handicap and prone to interfere with life success, nevertheless the condition is remediable through education. Educationally blind children are very promising—probably the most hopeful among those hampered with special sense defects. To instruct them is easy; to effect their all-round education difficult.

Even so, their obvious handicap interferes less with life success than does the inherited attitude of the world towards them because of it. Most people have always been more ready to give than to help; perhaps it is natural that it should be so: society has been doing it time out of mind. The task then of the teacher of the blind girl or boy does not stop with him as pupil. It includes the education of society regarding him, his capacities, also the duty of inciting and increasing public patronage. Thus a reasonable amount of sacrifice of the school's time and energy in demonstrating the adaptability and efficiency of its pupils is alike wise and necessary. Now, we do not hold that the prejudicial attitude of the world towards those shut in by lack of sight is wholly without warrant: so many of "the blind" have additional handicaps — obtrusive peculiarities that only careful and timely training long persisted in can overcome — that the task of their educators is unusually comprehensive. It is not enough to instruct in the usual school subjects or even to expand and enrich the common curriculum through the several departments of study. The blind child must be socialized. And this far transcends in difficulty and importance the service of the classroom. His powers of natural observation being greatly reduced, he must be taught how to live and move and have his being, how to be like others, how to be least an exception, how to become an acceptable member of society; for blind people depend for their happiness especially upon the good opinion of society. To effect this end, even measurably, theory is less potent than practice.

Theoretically the blind child of school age should live at home; practically it is still best for him to sojourn at least for a while in a residential school, where he is not the exception, where he can learn to give as well as to take and where he will receive the balanced training his condition requires, — in short, where he will learn to overcome obstacles and

play the game. His seeing brothers or sisters readily correct outside of school what they happen to mislearn in it. But he can rarely do this unaided, lacking as he does the corrective sense of sight; moreover, his parents are apt to be poor teachers and poorer disciplinarians. Still, the responsibility of separating him, even temporarily, from his people and his home community is very great and really involves the duty of fashioning as complete and intensive a natural substitute as is practically possible. Hence, our resting dissatisfied with the Perkins plant until we could give all its pupils living conditions as nearly approximating family life as is feasible in a boarding-school,—a condition which we have provided our girls since 1872 and all the children of our kindergarten since 1887. We look upon the family system as the most potent influence of all the features of Perkins Institution; as paramount because it gives them breeding.

The two influences of life being inheritance and environment and the latter the only one left the educator to work with, ought he not to make the most of it, especially with children sent off to boarding-school? But environment is personal as well as material. The best and most expensive private boarding-schools recognize this fact and throw pupils and staff together not only in class and on athletic field but also in house and at table. The Perkins Institution has always done the same; and since its proportion of teacher to taught is uncommonly large — about 1 to 4 — we have been conserving and bringing to bear to an inestimable degree that very potent influence, unconscious tuition. Obviously this family grouping is a refinement of the cottage system.

A pupil of long ago writes:

As it has been my privilege to enjoy the advantages of a residential school for the blind, first as a student, and later as a teacher, I am

anxious to share with others my conviction that a teacher can accomplish the best results as a member of the school family or household.

One of the pleasantest memories of my early childhood days at the Perkins Institution Kindergarten is that the teacher was always present at meal time. She never failed to have something interesting to tell us, and was just as eager to hear what we had to say to her. She corrected our manners, often sending us from the table, or depriving us of some dainty; but I can remember how anxious I was to return and make good, and to earn the commendation which was sure to follow.

When my family moved out of the state I was placed in another school. At this school the teachers had a separate dining room. The students' dining room was large and very noisy. We ate at long narrow tables where our food was placed for us before we entered. As conversation of any kind was impossible, we ate hurriedly and left the table. Foolish actions and bad manners reigned supreme, and the kindhearted but ignorant maids who had us in charge rather enjoyed the situation. I was homesick for the pleasant surroundings of my first school, and later I was ashamed when I overheard my parents discussing the change for the worse in my conduct at table.

A little later it was my good fortune to return to Perkins. My sight had improved and I was older, and I was able to see and appreciate the behavior of those girls who had continually enjoyed the society of the teachers, and to compare it with my own.

My latest and greatest privilege is to be a teacher in a residential school, and to have eight lively girls at my table for whose conduct I am responsible. It is an unqualified joy to share in their interests, and though the correction of their faults is not an unmixed pleasure, yet I am fond of them and desire to have them make just the best appearance possible.

A teacher who is earnestly devoted to the cause will not allow herself to become "stale;" she will keep up with the times, thus preserving a fresh and alert mentality for the sake of her student companions.

A placement agent writes:

DIVISION OF THE BLIND,
BOSTON, October 22, 1924.

DEAR MR. ALLEN:— You have asked me why it has been such a pleasant work to find summer jobs for the girls at Perkins Institution and why it is possible to secure fair wages for these young, inexperienced girls.

The one branch of employment, not over supplied, is that of house-

work; so there is a demand for mothers' helpers. Such girls are necessarily very close to the family life and to little children. For just these reasons I can place the girls from your school, because they are little ladies in manners and principles. Their spoken English is good and they have standards of loyalty and duty.

Many American families today appreciate this combination and will pay suitably for it. These are the assets which offset the handicap of poor sight, or blindness, and which are bringing up requests for the services of these girls. It is to me a very practical proof of the splendid all-round training, which these young people receive from the school. When to these qualifications can be added the very thorough and useful training of a year in the Domestic Science Cottage, we can forget the handicap almost entirely and feel sure that any Perkins girl who will give herself to this useful service may be self-supporting and helpful in the world. She need not fear upon leaving school that there is no place for her in the rank of workers.

Very sincerely yours,

FLORENCE W. BIRCHARD,
Superintendent of Employment.

Not a few sensitive blind people try to avoid using the term blind, substituting for it as they often do such words as sightless and unseeing. In cities where the partially seeing are taught separately even their teachers sometimes resort to such designations as "the finger-readers" and "the clear-type users," or "the braille classes" vs. "the sight-saving classes." But it is convenient to use the expression "the blind." Most people use it loosely, however, failing to realize as they do that it classifies. Educated and self-respecting blind people resent the connotations of this grouping. Others come to accept them all too readily. Perhaps the very existence in our community of the Perkins Institution, in so far as it fosters the notion that the blind form a group apart,—that is, are alike even beyond their eye defect,—tends to keep down their social status. Our excuse for being, however, is that society is hardly prepared through the public schools to provide the blind children of

New England the all-around education their condition demands. They are too few in number to get adequate attention there. The school day is too short. The tail cannot be expected to wag the dog. So we believe the existence of Perkins Institution justified, but only so because it keeps its pupils together temporarily. And yet our three directors have ever asserted that, except where obviously demanded, as in hospitals, it is unscientific to mass together people laboring under similar disabilities — as old age, deafness, blindness. This was the vision of Dr. Howe himself long ago. He argued that they should rather be scattered and diffused in the community; and having conceived the celebrated placing-out system for dependents, he put it in force where feasible; or, whenever they had to be brought together in groups, he maintained that these should be small and kept so. For example, the Perkins Institution workshop at South Boston, which he established, has always been small; and this is a controlling reason for the beneficence of its long existence. No big shop of the kind could have remained so wholesome and therefore so serviceable to the cause of blind people. Unfortunately, the tendency to let these shops grow large is too common. It is the easiest and cheapest way out; but, being the path of sentimentality, it is cheapest for the moment only. Our school still aims to educate away from the shop idea. It expects most of its pupils and all its graduates to keep out of them, unless, indeed, they enter them as foremen; and in this aim it is measurably successful. To remain in the world and be a part of it is both better for most of them as individuals and as members of the class to which they are accredited.

Even though we train away from the special workshop, we maintain that work itself is in a peculiar degree the refuge of our people; also that a practical education is their best capital. And so from the very beginning of their school life

they are led to regard their hands not only as being the best tentacles of the brain, as in manual training, but also as ministering to honest and honorable livelihood, as in piano tuning, chair reseating, mattress renovating, poultry keeping, assembling parts in factories, office typewriting, serving as mothers' helpers, and the like. Two ideas of most lamentable bearing upon the life of a blind person who harbors them are, first, that hand labor is beneath him or not expected of him, even though he be incapable of something better, and, second, that the world owes him a living. People harboring such fancies are liable to barnacle themselves upon society. Nevertheless, our curriculum has always been general and cultural, former pupils, even those who have not made a living, having expressed their gratitude for this course which, because it had enriched their formative years, had made their whole lives less hard and sordid.

Another principle we try to inculcate among our pupils is that every one of them should make thrift his daily companion. It will be harder for most blind persons to accumulate material than time. As a rule, therefore, they would "better untie the knot than cut the string." This and the action and reaction of work explain our insistence upon daily contributory housework by all the pupils and of enough of it by the resident teachers to set the example. Are not the school days of blind youth the happier in that they know themselves all along to be producers?

Though opinions differ as to the wisdom of smoking by anyone already handicapped enough with blindness, we prefer to discourage the habit as unthrifty in more ways than one, and since example is the chief shaping agency with children and youth, our directors and their permanent teaching staffs have set the example by not smoking at all.

It would be a most unthrifty proceeding for two blind persons to marry. We believe this so thoroughly that we

have always taken extraordinary pains to keep our boys and our girls apart during their whole school life, even beginning and ending their school terms on different days. Should many intermarriages occur afterwards among them, it would bring in question the very existence of the institution as a residential school for both sexes. But we encourage our girls and boys to meet other girls and boys, and through receptions and dances we provide opportunities for such meetings. Though our grounds have a fence around them, in order to keep out trespassers, our gates are never closed, and much commingling of institution and community occurs. Coming from all over New England as our pupils do, it is unfortunately impracticable for many of them to be at home weekends; but more than used to go are now fetched considerable distances by automobile, and many more are visited at Watertown now that the country is motorized. Recently twelve cars of their home people came to attend the girls' field sports. Our division into families reduces the institution feature to a minimum. Our small room system provides the chumminess dormitories prevent. Trust is itself a factor in education and helps in developing character. Their teachers must be more than interested in blind children; they must believe in them — have abiding faith in them. It is a privilege to influence them to hold to those principles of action and conduct which supply the best preventive medicine to the ills their condition is more than likely to bring upon them. Let us then educate to standards to make life a thing to enjoy fruitfully and wisely, actuated by the motto: Not how cheaply but how well.

To make life for our young people happier by being interested in and contented with their environment involves more than the human contact, which is the mainstay of all shut-ins; — it involves also the cultivation of self-entertainment. The radio can be a great boon to most: it becomes

an added delight to anyone who can make a workable set of his own. But even this resource sometimes palls. Reading is a fair competitor. Blind people who read little miss much. Our larger girls belong to a Howe Reading Club which is so old as to be an institution in itself. At their first meeting after returning from the summer vacation they severally report all books read during that period. The voluntary reading of most pupils during term time is fair to good in amount and variety. It would be more did not school life furnish so many distractions. Table games are among these. To cards, checkers, chess, dominoes and the like, which are old social games for them, we have added this year the solitaire called puzzlepeg, together with a manual embossed in braille of some fifty problems to be solved on it. This has become extremely popular in the cottage living rooms.

Nearly every one of the eight upper school families has emblazoned on its walls one or more banners won in inter-cottage football or in field sports and good form in swimming and dancing and good walking, carriage and sitting posture. The presentation of a pin or a banner is not made without due formality, the occasion being always either a school affair or perhaps a private banquet with speeches by pupils as well as by teachers. The general public, which often seems still surprised that the pupils, whom they less often nowadays call "inmates," are not here for purposes of asylum or that they have homes to go back to vacations and after graduation, would scarcely credit the statement that the life at Perkins is quite as natural and normal and even as lively and full as that at any boarding school for young people, and more so than at some. There was a time when the pupils found most Sundays long and when we kept school on single holidays as the easiest way. Now we observe all holidays, the teachers going off for change and refreshment, while those pupils who do not go seize the occasion to catch

up in their little interests for which they had not had time before.

Unfortunate as it is that New England has from 250 to 280 pupils for us, this largeness is not without its use. It makes possible advantageous classification everywhere by sex and advancement, both in lower and upper schools. It provides ample voices for two large mixed choirs. It furnishes to the visiting public a highly diversified demonstration of the activities of blind children under training. It has untied the purse strings of the rich, so that in respect to equipment Perkins and opportunity have now become synonymous. Most universities and some college preparatory schools have ample scholarship funds for their needy students. Similarly Perkins needs many scholarships and needs them badly in order to bring these opportunities within the enjoyment of many exceptional and worthy blind students from afar, who now apply in vain. Surely it will be realized that education is a greater lift to a blind person than to one who is blessed with sight. The student from Porto Rico who held a scholarship here last year is at present teaching in the school for blind children at Ponce,—which school has sent us this fall a young man to learn the art of piano tuning. He has been awarded one of the two scholarships we have. An application to receive a student from the Philippines has lately come in. It would be a gratifying instance of *richesse oblige*, indeed, to be able to serve the cause of the blind in every country of Spanish-speaking America. Of course it is unfortunate for the social status of blind people that their friends must still beg for opportunities for them. Let us hope it will not always be so.

Our visitors nowadays are very numerous, probably more so in a year than in a decade of the old days at South Boston. A few of the year's special events which have attracted people are described in the programs accompanying this

report. The neighboring colleges have sent their usual quota of students in social ethics to observe our equipment, methods and results. And a few students have come from far and near to reside at the institution in order to take the course on the Education of the Blind, which it is giving under the auspices of Harvard University. We deem these extension opportunities to be of increasing service to the cause of the blind.

Three young women students of last season's Harvard class remained with us to finish out the year in observation and practice and then went directly into positions,—one returning to her home in Porto Rico, as already noted, the other two remaining here, the one as assistant in corrective gymnastics, the other as assistant in corrective speech. These two were added at the instance of Dr. Ober and Dr. Hayes, of our staff. All pupils had been kindly examined this year for the first time for speech defects by Dr. Sara M. Stinchfield, assistant in that specialty under Dr. Hayes at Mt. Holyoke College, who also joins our staff.

A class of four boys was graduated from our high school in June. A former graduate is now attending the Watertown Public High School as a bridge to college. Four ex-pupils are now in college.

The scholarship fund we are gradually collecting is but one of several extensions of Perkins Institution. Others are: the serving as fieldwork laboratory for conducted classes from neighboring colleges; the putting to use of its large and unique collections of *blindiana* material by students of the general subject of the Education of the Blind; the utilizing of its accumulations of embossed books and music as the regional lending library for New England; the printing of many of these books and of music scores, and the making of writing appliances and games for general distribution among the blind and their schools or to societies serving

the hunger of the reading blind by writing braille books for them; and, finally, the practical employment of a body of trained blind adults in handicraft pursuits, which brings them in a living while it constantly shows and illustrates their independence of public concern. All these extensions are privileges which we should not willingly forego having. It is the practical interest of those holding private fortunes which have made such things possible. In behalf of the blind students of the Commonwealth, of all New England and, recently, more and more of other states and countries we are profoundly grateful.

Our small workshop for adults, which is at South Boston, has had its salesroom for many years on Boylston Street, in the Back Bay region of the city. This location we have now changed to No. 133 Newbury Street near by, to which address we would fain direct the attention of those desiring to employ expert blind people in mattress and pillow work and chair reseating.

The following tribute is from the pen of Mr. Allen:—

One of those who have left a deep and lasting impression upon Perkins Institution, Joel West Smith, died at his home last spring in his eighty-seventh year. When a young man of twenty-five he had accidentally become totally blind, but being of a sanely religious spirit had promptly accepted his lot and resolved to make the most of it, bravely treating his handicap not so much as an affliction as an inconvenience. This he managed to do wonderfully well. He made good in other ways too, had hosts of friends, and is in fact looked upon as one of the shining lights of our school. For his was a beautiful and winning personality. During all his more than three score years without eyesight he stood a lesson to the blind and a lesson to the seeing.

After a short pupilage under Dr. Howe, Mr. Smith became instructor and manager of our first department of pianoforte tuning and by obtaining for it in 1877 and thereafter holding the contract of keeping in tune the public school pianos of the city of Boston, gave his department prestige and the institution a local status rarely reached

in those early days of work for the blind. In 1872 he went to London remaining long enough to organize for his friend Mr., afterwards Sir Francis, Campbell the tuning department of the Royal Normal College for the Blind. Then he returned to South Boston, and though he continued to be the official head of our tuning department, he was much more than that. He was the life and light of the place, everybody living in the "big house" making a path to his shop door. He lived serenely in the present; but he labored always for the future of his companions in darkness. He no sooner learned in 1876 of the invention of the typewriter than he got one, and finding it invaluable as a means of keeping in touch with his former pupils, induced many of them to own one; and he introduced both the machine and what has since become known as the touch method of using it, into the school. Recognizing as he did the superiority of points over lines for tangible reading and writing, he laboriously improved the original braille system into what came to be known as American Braille whose excellence gained for it great vogue in this country. He kept devising better and better slates for braille writing, and in 1877 even contrived to get out the Daisy, which was the original braille writing machine. In the four years 1891 to 1894 he edited and published with the invaluable aid of Miss Martha Sawyer, then clerk to Mr. Anagnos, *The Mentor*, a monthly magazine devoted to the interests of the blind, the first of its kind in America and a worthy predecessor of the *Outlook for the Blind*. For the sake of the *Mentor*, both he and Miss Sawyer resigned their salaried connection with Perkins Institution and prepared to give their all to their beneficent enterprise, but Miss Sawyer dying, Mr. Smith simply had to give it up, saying as he did so: "I feel as though I had lost at one blow both wife and child."

Meanwhile, a pupil and dear friend having become manager of the school's tuning department, Mr. Smith returned to his summer home in East Hampton, Conn., where he was born and raised and where he had always maintained close associations. There during all his remaining twenty-nine years he was to his town what he had been to his school, one of its first citizens. He had not only the leisure and the means but also the ambition and the desire to promote every local interest. He headed the village improvement society, pushed for the introduction of a bank, the telephone, the electric light, a new cemetery, a new schoolhouse, and a theatre for moving pictures. Such a man was in life a pillar of his church; therefore in death he left it a considerable sum of money, as he did other organizations of the town. His estate was valued at about \$25,000.

It can be said of this true gentleman that, while blindness profoundly changed the course of his life, it as certainly enriched it for himself and others, making him one of God's noble bearers of his cross.

On October 1 of the current year, 1924, the number of blind persons registered at the Perkins Institution was 310, or five more than on the same date of the previous year. This number includes 77 boys and 85 girls in the upper school, 56 boys and 55 girls in the lower school, 14 teachers and officers and 23 adults in the workshop at South Boston. There have been 46 admitted and 41 discharged during the year.

Causes of Blindness of Pupils admitted during the School Year 1923-1924. — Ophthalmia neonatorum, 4; Accident, 2; Sympathetic ophthalmia, 1; Optic atrophy, 6; Congenital defects, 10; Congenital amblyopia, 3; Congenital cataract, 1; Congenital cataract and nystagmus, 1; Congenital atrophy, 1; Albinism, 1; Microphthalmos, 1; Phlyctenular keratitis, 2; Interstitial keratitis, 1; Retro-bulbar neuritis, 1; Choroidal-retinal changes, 1; Changes in retina, 1; Detachment of retina, 1; Symblepharon, 1; Measles, 1; High progressive myopia, 1.

DEATH OF MEMBERS OF THE CORPORATION.

Mrs. CLARA BANCROFT, widow of JAMES A. BEATLEY; WILLIAM SUMNER CROSBY; A. WILLARD DAMON; ALEXANDER DE WITT; EDWARD BANGS DREW; Mrs. MARION, widow of FRANCIS C. FOSTER; ROBERT HALLOWELL GARDINER, a member of the Board of Trustees from 1899 to 1901; Mrs. ISABELLA STEWART, widow of JOHN L. GARDNER; Mrs. ELIZABETH BOWDITCH, widow of GARDNER G. HAMMOND; FREDERICK MILES KILMER; Miss LOUISA PUTNAM LORING;

CHARLES H. MOSELEY; Mrs. MARGARET PELHAM, widow of
ROBERT SHAW RUSSELL; JOEL WEST SMITH; EDWARD
STANWOOD; Mrs. ANNA M., wife of CHARLES H. STEARNS.

All which is respectfully submitted by

FRANCIS HENRY APPLETON,
WILLIAM ENDICOTT,
PAUL E. FITZPATRICK,
PAUL REVERE FROTHINGHAM,
G. PEABODY GARDNER, JR.,
ROBERT H. HALLOWELL,
JAMES ARNOLD LOWELL,
CHARLES E. OSGOOD,
MARIA PURDON,
OLIVE W. PUTNAM,
WILLIAM L. RICHARDSON,
LEVERETT SALTONSTALL,

Trustees.

CONVENTION NOTES.

Such a convention as that at Perkins, June 23 to 27, 1924 — the Twenty-Seventh Biennial Convention of the American Association of Instructors of the Blind — is far more informing and instructive than the old blind conventions, helpful as these were.

The usual thing at these conventions has been a program of stated papers with more or less, usually less and too little, discussion. At Watertown this summer there was a carefully thought-out program and a combination of theory and practice, the theory being set forth in stated papers and their discussion; and the practical side being represented by demonstrations prepared by the teachers and presented by teachers and pupils.

The helpfulness of such a convention to our calling generally far exceeds that of conventions in which theory alone is presented, without living demonstrations. The inspirational value to the entire staff of the institution where such a convention is held cannot be estimated. It provides opportunities for the members of the staff to meet and to become acquainted with the workers in our special field; opportunities that few of them have had or ever will have, because our workers in residential schools for the blind seldom have or can have opportunities to visit other schools. Perkins now, as Overbrook in 1911, will feel this inspiration for years following the convention. O. H. BURRITT.

During convention week Bradlee Cottage family numbered 41, — 20 visitors, 14 pupils, 7 officers and teachers.

The little girls felt a certain responsibility for the guests, mingling freely with them and being keenly alert to what was going on. They were courteous little hostesses. They performed their usual household duties and at table were good listeners. Kindergarten and other class-work went on irregularly, both as demonstration and occupation. The

third grade girls conducted their own assigned study periods. At other times the girls played school or house or went outdoors and played such games as horse, London Bridge, and they walked on stilts, jumped rope, etc. They went often to hear the Cleveland boys play their band music, and attended the Overbrook-Perkins athletic contest. Mr. Hooper of the Wisconsin school remarked that if he hadn't been a man he would have been a kindergartner. The girls had a delightful time with him. Better children never were and our guests expressed themselves as delighted with the combination they saw of house and school training. The experience for our children was a most unusual one and one they will not readily forget.

WILHELMINA HUMBERT.

ALICE M. LANE.

Eleven little boys remained in Anagnos Cottage. They had some classwork each day, attended the athletic meet, several band concerts, and entertained themselves with their many playthings indoors and out. They comported themselves well. Though all the classrooms were on display few visitors came to them. Nevertheless the guests saw the boys at their regular household tasks — making beds, dusting and doing dining room work. The children did their best to be courteous and polite and helpful. They have spoken since returning this fall of the good time they had.

CAROLYN M. BURRELL.

L. HENRIETTA STRATTON.

In Potter Cottage (boys' primary) 12 pupils remained. In looking back two features stand out as most worthwhile — getting ready and playing the host. We teachers, as a matter of course, try to motivate the work of the pupils, but here at this time pupils and teachers worked together with a strong common motive which was to make Perkins as attractive as possible to our guests. In this spirit we prepared our demonstrations and in this spirit we swept and garnished the cottage and schoolrooms. When our boys saw matrons and teachers making their social duties the first consideration of convention week, they adopted the same attitude. We had done it before but never on so

large a scale and for so long a time and, even for our youngest, it had a unique value.

The boys of the Cleveland band roomed here and exchanged lots of experiences with our boys. One day this fall, while we were treating of the large cities of the United States, we came to Cleveland. The class rustled. "Oh, yes," they said. "We know about Cleveland. The band boys told us all about it and made fun of us because Cleveland is bigger than Boston."

Even though we and the boys were disappointed that very few visitors came to inspect classrooms, in which we had displayed plasticene construction, manual training and means for teaching the reading of maps, the convention was very much worthwhile. In some ways we could act more effectively if we had to do it again. I hope we may some time have that opportunity.

ETHEL EVANS.

Preparations for the convention last spring were in the air several weeks before the event, both among boys and teachers.

Rooms were swept and dusted, windows and the glass in bookcase doors washed and polished to the last degree, and everything put into shining and beautiful condition by the different classes, supervised by their teachers.

An exhibit of work and appliances was made in each room for the benefit of visitors wishing to know how our work was carried on. The typewriting room showed textbooks and samples of work of all grades. Mr. Dana's room showed devices for teaching algebra: braille writers and braille slates with many problems worked out in braille; for geometry: plasticene trays and skewers, felt-covered boards and marking wheels; plane and solid forms and other devices used to make the figures understood. The boys' clubroom was hung with the club banners and rejoiced in the beautiful cast of "The Lion of Lucerne" which the pupils are enjoying. This room was used to some extent for conferences and was certainly attractive. Miss Chamberlain was, unfortunately, absent, but she left her room decorated with the bright pictures of birds and animals which give so much pleasure to her small semi-sighted boys. Miss Kinsman's room had one of the new bulletin

screens, which displayed samples of pencil writing and braille compositions, and copying; also squarehand boards and braille slates. Miss Pratt, in the two geography rooms, had an elaborate showing of maps in relief of different sorts, globes, sanded and outlined in plasticene, plasticene trays with maps in all stages of construction, modeling and other form work. Mr. Gibson's laboratory showed apparatus for many kinds of work in science, but especially radio work. Radio sets were seen in all stages of construction, for the boys had been especially interested during the year in making their own. In Miss McMaster's room on her screen was some pretty work in pencil writing and braille writing; she had squarehand boards, braille slates, and arithmetic slates. She had also the dissectible wooden flag, made at one time by sloyd classes to teach the American flag, and on a specially constructed stand the set of flags made a few years ago with tangible designs to teach the history of the American flag.

We were prepared to give working demonstrations of any of these exhibits, but there seemed to be no demand for them. My own room showed programs, courses of study, progress books, and other details of administration. Certain pupils were on duty upstairs and down to explain work to the guests. Mr. Mabey's department of manual training showed interesting work in wood, radio sets, caning, pith seating, flag seating, basketry, rugs and other things.

A beautiful sign "Welcome" was hung on the edge of the museum gallery; signs pointed the way to swimming pool and gymnasium; the Information Committee had attractive booths in the museum, and all we could think of was done for the comfort and convenience of our guests. Committees had been arranged among the boys, each with a captain, to meet the guests at the street cars and conduct them to the school and carry baggage. Committees of pupils were also gathered near the lobby to receive the guests and take them to their assigned cottages. I must not forget to mention the Boy Scout who went into the closes each morning at the rising hour and gave the reveille in the clear tones of his trumpet.

The co-operation of pupils and teachers to make the convention a success seemed well-nigh perfect.

On Monday afternoon, June 23, the first day of the convention, there

was held in our museum a typical public demonstration of the school activities. The place on both sides was like a hive of bees. In the first alcove, on the boys' side, was shown work in science,—the pressure of the atmosphere, with hemispheres and with test tubes and colored liquids. In front was typewriting, both letter writing and transcription from copy. The second alcove showed work in arithmetic; pupils were working problems both on the Taylor and on an American type slate. Others were doing squarehand writing, which we tried to emphasize since its use is peculiar to this school. In front were tables at which sat pupils playing games,—puzzle-peg and checkers. In the third alcove there was reading and writing braille, and arithmetic examples done with the help of a braille slate; also more pencil writing. The fourth alcove showed means and methods of working in geometry and algebra; the braille-writer for algebra, the felt-covered board and marking-wheel, or the shallow tray of plasticene and stylus for geometry; other tools were T-squares, dividers, rulers marked with braille characters, etc. In front of this on an easel stood a large wooden frame, on which eighth grade boys were constructing an outline Mercator's chart of the world, and were laying out the principal trade routes, using rolls of plasticene. The fifth alcove and the space in front of it were devoted to games,—chess, dominoes, and cards.

Back of the alcoves, near the windows were boys doing all kinds of work in manual training,—wood work (radio again), rugs, chair caning, basketry, and flag seating. In retired corners were boys tuning pianos, and operating a graphophone with some records in French.

This kind of work went on for about an hour and a half, when the boys were excused to go to the pool to give an exhibition of swimming and life-saving. At the close of this, as the guests were still lingering, Mr. Gardiner took the boys' glee club into the museum gallery, where they sang a few selections, their voices floating pleasantly down over the heads of the visitors.

We aimed to show as many features of our work in the school department as possible, and hope we succeeded. JESSICA L. LANGWORTHY.

Activity was the prevailing characteristic in the Girls' Close during the convention. In fact, the activity attained such momentum that it soon became a "hustle." Whether one saw those days through the eyes of the house mother, the teacher, or the pupil, the impression was the same. Active we usually were, but during the convention, active-plus.

To me one of the pleasantest features of the week was the co-operation of teachers in committee work of all kinds. And in the same breath I should mention the willingness of the pupils to assist in every possible way.

The excitement began on Saturday afternoon for the ninth grade girls and their teacher. Their schoolroom was to have a regular spring-cleaning — quite a step further than the usual twice-a-week variety. It was a merry group that had assembled. To be sure, there was only one girl in the class who had useful sight. But all were ready to work, as their gingham aprons and short sleeves suggested. The teacher had her hands full, assigning duties for eight helpers at a time, so that no one should get in another's way. The sweeping was followed by dry mopping; the schoolroom was not only dusted but all the woodwork was oiled; even the glass windows in the door and the transom were polished. The polishing was considered the greatest fun of all, especially by those who had had little experience in this line. Then the plants had to be showered and their pots and saucers cleaned.

By Sunday night guests from a distance began to arrive, and all day Monday they kept coming, being welcomed by a committee of teachers in the lobby, who assigned them to student-guides, very proud and happy to act as escorts.

From three to five that afternoon a large demonstration took place in the museum, not for the purpose of showing what Perkins pupils are doing but of giving our guests a sample of the kind of exhibition by which we try to educate the public. The girls changed their occupations from time to time, thus relieving one another during the afternoon. Their program was as follows: —

In the first alcove: Knitting by a class of little kindergarten children with their partially blind teacher.

In the second: Reading and writing braille, line type; pencil writing, typewriting.

In the third: Manual training: rug-weaving on a frame, knitting, crocheting, basketry, tassel-making.

In the fourth: Geography, sixth grade, based on the study of the United States. The oldest girl in the class acted as teacher and came prepared to ask countless questions of her three pupils. Meanwhile, two girls took turns putting together a dissected map of the United States. There were two others making a plasticene model of the Great Lakes to show the comparative size and the difference in elevation.

In the fifth: Advanced work in manual training:— hand-sewing, buttonholes, stitching, drafting, weaving, tatting.

In the sixth: Household science. Two girls accomplished quite a little ironing in the course of the afternoon.

One other little corner was large enough for three girls who took turns playing checkers and conette.

That Monday evening, after our usual graduating exercises and the presentation of diplomas, Mr. Allen gave an address of welcome. The President of the Association of Instructors of the Blind then spoke, thus officially opening the convention.

'Twas now bedtime by the clock, but the girls, at least, were too excited to realize this, so eagerly were they anticipating the reception, the final event of the day. They waited in one corner of the hall while the floor was cleared and a line of delegates formed. This line quickly became a curve, as each person stationed himself at the end, after greeting those who stood in the line before him. The circle was almost complete when the girls received word that they might have their turn. Why did it mean much to them to shake hands with so many strangers? Ah! not all were strangers. Some were well-known by name or voice and a hand-shake made the link stronger. Moreover, it was a pleasure to participate in what the grown-ups were doing.

After getting to bed late, we were very grateful for a little longer sleep the next morning. However, there was none too much time after breakfast for appointed girls to put the rooms upstairs in order; the dishes had to wait until after "prayers". We were very eager to see what our usual inspirational exercises would be like, with a reduced chorus and so many visitors.

Directly after prayers every day all the girls assembled in their own small hall to hear important announcements and the program for the day. 'Twas surprising to see what interest they showed in all these matters. Some attended the lectures and discussions, when household tasks or other duties permitted, and talked enthusiastically about them later.

Excessive humidity does not necessarily suggest excitement, but there was plenty of both on Wednesday afternoon when Miss Hill's Esperanto class made its debut. This study had been an experiment, but much was accomplished in it. A further interest in it was aroused by the demonstration that Wednesday afternoon. With the aid of a class leader, the girls carried out their program smoothly, speaking with decision and animation. The audience found "The House that Jack built" in Esperanto very amusing.

Directly after this event came an exhibit of swimming when about a dozen girls showed that they had overcome whatever fear they had had of the water, either before or since they became blind. Various strokes were demonstrated; stunt work and life-saving were included in the competition. Not only speed but good form was shown. One or two girls could dive very well. It was because of Miss Ferguson's success in securing the help of a Red Cross swimmer that this line of work could be carried on.

Nearly every girl who remained for the convention considered that two of the most enjoyable features of the week were the concerts given by the boys of the Cleveland band and the bugle reveille by a Perkins boy.

Our boys and girls had a chance to reciprocate one evening when, with not a single chance for a rehearsal, they sang in chorus some of Coleridge-Taylor's Hiawatha music. I think every one enjoyed it.

There was no sameness to these convention days. The very meals were different and all the more satisfying on that account. To be sure there were similar duties every day, not only in the cottages but in the schoolhouse too. Plants — usually outdoors by this time — needed attention; lavatories had to be kept clean; so did window-sills. But the volunteer workers who attended to these matters were not the same ones every day.

On Thursday evening, right after supper, girls, guests, and officers who wanted to attend a bedtime story-hour, gathered in the girls' quadrangle to hear Miss Alice Stewart, one of our graduates, now a story-teller, who came over from Waltham. The little folks were there, of course, sitting cross-legged on the cool, soft grass! No time of day could have been more appropriate than that quiet twilight hour.

Time may have passed rather slowly that week for the primary children who, naturally, did not have as many demands upon their time as the older pupils. But on Thursday, after the evening address, a few of these younger girls sat up to give a little dancing exhibit on the stage for our guests. Their minuet with all its stateliness and grace was charming; the jockey dance was given in a lively manner by girls wearing smart little jockey suits and carrying whips; the Highland Fling, by two young dancers who never missed a step. This merry bit of entertaining was followed by the repetition of the operetta "Ruth" which three glee club girls had enjoyed giving in a recent recital.

From this time until the convention closed some of the delegates did their best to examine as many of the schoolroom exhibits as possible before it was too late. They expressed genuine regret in not having had more leisure for this purpose. The exhibits were as follows:—Snapshots of Perkins life; English work, themes and letters, prose and verse; a year's work in pencil-writing, practice work and dictation; specimens of typewriting, practice work and business correspondence; work in geography, aids in teaching the subject, pupils' plasticene maps; manual training exhibits, to illustrate the progressive nature of the courses.

Those of our guests who stayed until Friday noon may have noticed how the girls helped their teachers that morning in taking down the exhibits and putting classrooms in order for the summer. Some even postponed their departure in order to assist their matrons in the table-work that noon.

So the week passed and the convention came to a close. It had been a time far too crowded for us to take advantage of half the interesting things which we wanted to see and hear. Sometimes we longed to be in two discussion groups at once. It was difficult to make

a choice. Again, we should have enjoyed getting better acquainted with our guests if there had been more opportunity and if they had not been so busy sight-seeing. But pleasant impressions rather than regrets linger in the mind when we think of the convention at Perkins in June, 1924.

ELSIE HURLBUT SIMONDS.

Perhaps my impressions of the convention may seem too selfish, but from the first I was interested in the project from the pupils' stand-point. This, I think, was because the idea itself of keeping the pupils was unique.

Before the convention I heard the coming event continually discussed by the pupils. They showed the greatest interest in everything and an anxiety that all their work should be at its best. Finally, when the long anticipated week came and with it our guests, interest was at its height. Everywhere one felt the responsibility that the pupils were assuming. In the cottages they were prompt in their work and wanted everything to be just right. The care of the guests' rooms seemed to be a matter of special pride. Many of the girls had several duties, or work in at least two places, so their efforts meant a lot.

There happened to be at my table one whom I call my littlest girl because she is the youngest in our family and this was her first year in the upper school. Having no sight, this girl was naturally nervous at the prospect of guests, but as she had shown no little improvement during the year I encouraged her on that score. During the festive week it was a joy to watch this girl. At every meal I could see her self-consciousness relaxing, and often she would try to see me afterwards to ask how she had managed. We had two delightful people at our table, and I know the girls enjoyed the meals.

Many times I heard the girls inquiring about the convention program; for they attended not a few discussions. Certainly they must have derived some good from these things.

About the main building one was impressed with the businesslike way in which the pages hustled around, and theirs was no easy task during those warm days. More than once I heard pupils offering help and information. That seemed an especially good sign.

Finally came Saturday and a rather lonesome place. The guests had gone and the pupils were going. After all the excitement we teachers suddenly discovered that we felt rather queer and tired. Going into North Station early that morning with one of my charges, I found that our train was crowded with girls bound for camp. Just as we entered the car where I had spied a half-seat vacant, a familiar figure rose smiling and greeted me. It was one of our recent guests, Dr. French of California, starting on his long homeward trip. He immediately asked the destination of the girl whom I was leaving; I introduced them and left them talking together. We had made a friend. That was the sort of thing the convention did.

Many girls have told or written me of their joy in the privilege of staying through the convention. None pleased me more than our "littlest girl" who has no home but Perkins and is "boarded out" during vacations.

All through the convention our guests remarked on the beauty of Perkins and the completeness of its equipment. That I think ought to be a lesson to all of us teachers as well as to pupils. Often in the daily routine of work we forget many things that are unusual privileges, because we get used to them and just naturally take them for granted. Then along comes a stranger to remind us of our good fortune.

Finally, from every standpoint, I think it was a splendid thing. We all worked together for one end, and that alone was wonderful — just working together. When our delegates came we simply became a larger mass of people but still engaged in the same task, working together. Good is bound to result from that. We cannot begin to know yet what was going on in the minds of our girls and boys when we all were so busy. The future has much to unfold.

MARION A. WOODWORTH.

WHAT THE CONVENTION MEANT TO ME.

As soon as it was decided that the convention should be held here at Perkins and that, unlike the conventions held at other schools, some of us pupils were to remain, we were all curious to see who they would be. I must admit that I was not over-enthusiastic at first; but, as the

time drew nearer and I heard so many delightful plans being made for the occasion I became more interested and was very happy when told that I might stay. It was to be an unusual event, and, as I may never have the opportunity of attending another convention of this kind, I was determined to get all the benefit I could from this one.

At first it seemed as though everything would be formal and stiff; I felt that none of us would be acting like ourselves. And still, when the time came, the guests were all so friendly and interesting that we gave them our very best without the slightest effort.

There was no excuse for idleness during those five days. There was not only one thing but several going on at the same time in different parts of the buildings. If you were not especially interested in the lecture or demonstration to be given in one place, there was sure to be something else in another place that you would enjoy. But in most cases the question was asked, "Which shall I leave out? — they are all so inviting."

There was also a great variety of entertainment in which the boys' band from Cleveland, Ohio played a prominent part. They gave us several delightful concerts and morning serenades; and one afternoon they very kindly consented to play for us to dance on the green. For our part of the entertainment several of our favorite numbers, given on previous occasions, were repeated. They were enjoyed as much by those who had heard them before as by those who were hearing them for the first time.

It was really quite thrilling to be awakened in the morning by a bugle-call instead of a rising bell. Who could go back to sleep or even doze after that? But no one wished to, even if she could; there was too much to be done that day, and every one was eager to see what new things it might bring.

I derived a great deal of pleasure as well as benefit from the convention. It was a memorable week, and one which I shall never forget.

ROSE SALADINO.

WHAT THE CONVENTION MEANT TO ME.

We who attended the convention will always remember it as one of the happy experiences of our lives. Of the many events I have witnessed at Perkins it was, to me, one of the most interesting and successful.

What hustle and bustle there was during those days of the convention! No one was idle a moment. Every one was willing, even anxious, to do anything and everything in her power to make the guests comfortable.

The guests were the source of much curiosity among us girls. "Who will be in our house?" was a frequent question. On Monday, however, our matron had read the names of those still to arrive. It was delightful, indeed, to meet so many people from so many sections of our great country. It was satisfying, also, to hear so many pleasant things said about Perkins.

The convention brought to my mind, more clearly than ever before, the home spirit of our school. We were one big family striving to reach a common goal,—the success of the convention. The girls seemed more in harmony with one another, more helpful and kind than ever.

We all greatly enjoyed the evening entertainments. We liked very much the orchestra from Ohio. It was certainly pleasant to sit under our trees at sunset listening to the orchestra, just far enough away to make the music very sweet..

The lectures, too, I enjoyed. From them I learned many interesting things which, had I not attended the convention, I should not have had the opportunity of learning. The discussion of these lectures was very interesting, also.

In my opinion the convention was a great success. I know I thoroughly enjoyed it all, and if I have the opportunity to attend another I shall surely avail myself of it. M. ALBERTINA EASTMAN.

The exhibit of the Howe Memorial Press at the convention consisted of two tables covered with educational material and was placed in the library. On one table were shown sample books from all present day

printing presses for the blind in this country, with sundry maps and atlases, together with books and maps embossed in Europe,—one printed as far back as 1786. On the other table were displayed the Hall and the Perkins braillewriters, the Stainsby-Wayne shorthand machine, many makes of braille and point slates, the Taylor and other arithmetic slates, and pegboards, both plain and reversible;

Games of checkers, dominoes, tit-tat-too and puzzle-peg;

Metal plates embossed, some in braille and some in New York point; plates of maps and diagrams, and an illustration of the various steps in the preparation of a plate of an embossed picture.

About forty people examined the material displayed.

FRANK C. BRYAN,
Manager.

During the convention period these major collections were on display in their great high-studded rooms,—the libraries, the historical museum, and the hall of object-teaching material.

The main library of embossed books, which serves both the school pupils and the finger readers of all New England, is very comprehensive, containing as it does 18,854 volumes, valued at \$49,291.82. Last year it circulated 16,952 books among 887 readers, which, with the accessioning of new books, filled the time of one librarian.

The special reference library on Blindness and the Blind contains 4,698 accessioned books and pamphlets. While most of these are in English, many are in French and many in German; however, nineteen languages are represented. This literature covers a great variety of topics which have been treated and published on the general subject from centuries back to the present time. The material is kept in metal stacks and may be consulted only in the library itself. Two additional floors of stack have been added this year in order to take care of future accessions.

The historical and the object-teaching material occupies the so-called museum building,—the former the gallery, the latter the first floor. The historical collection is conveniently arranged in glass-covered cases, and consists of types, appliances and table games that have been devised for teaching and occupying the blind gathered from our own

and other American schools and from those in Europe and Asia. There are numerous busts and models of sculpture; also great albums of pictures of blind people, imaginary and real, and much other material connected with the history of the subject of blindness. All of this "blindiana" has been many years in collecting and, together with the special library described above, represents a total cost to date of \$13,426.28. Its value to the student of the history of special education is vast, like similar educational museums in Europe, and alone makes possible the Harvard course on the Education of the Blind which Mr. Allen is conducting.

The school collection of tangible material for object-teaching, which serves the blind as pictures do the seeing, is displayed in twelve standing double-faced glass cases that divide this floor into ten alcoves, each having a table and chairs for class use. Mr. Anagnos began the collection in 1876, procuring from Germany in 1878-9 the anatomical models, skeleton and manikin and from elsewhere about 750 specimens in great variety,—such as stuffed animals of all kinds. The annual report for 1881 gives the number of them then as 1,261.

LAURA M. SAWYER,
Librarian.

My boys were indispensable before, during and after the convention. Three of them had received beforehand from friends \$2 apiece; and forthwith they must buy something for their room and candlesticks that they knew I had long wanted for the dining room. We went shopping together; they paid my fare to Cambridge and back. We bought two pictures, six vases, four of them for the dining room, and curtain material for their own room. Since then they have kept this room neater than before, and they have gathered flowers and kept them in fresh water. Two bought white coats for their dining room work: and I made them white aprons. Many were the admiring remarks when they came in for their tasks.

Our guests left us a gift of money with which to buy something for the house. We are going to get andirons for the dining room.

AGNES C. LUMMUS,
Matron of Eliot Family.

I want to say that my boys did all of the pre-convention cleaning, washing windows and walls, mopping and oiling floors, etc. I am proud of the way they performed their duties and of the spirit in which they did them.

FLORENCE T. MINNER,
Matron of Bridgman Family.

The co-operation of teachers and pupils was most gratifying — one evening two guests came while I was over at a meeting. One of my blind girls showed them to their room and bathroom. When I returned I found these guests comfortably settled for the night. They assured me there was nothing further I could do for them.

All our guests were delightful in the house; prompt at meals, quiet, appreciative and friendly with the girls.

VINA C. BADGER,
Matron of Brooks Cottage.

Our "cottage improvement" began last year when Miss Badger, our matron, told the girls that they would have to pay for the dishes they were breaking and so learn to be more careful of property. With the "dish money" so collected we first bought a house pencil sharpener and next replaced an old broken spoon tray with a much prettier one.

One day Miss Badger expressed a wish for a few additional pretty things in the living room, and suggested a pair of brass candlesticks on the mantelpiece to go with the andirons beneath. The girls were very eager for them and began to contribute dimes and quarters. In a few weeks enough money rattled in a box to buy the candlesticks. Two pairs were brought out to choose from. It was interesting to watch the girls consider both carefully and to see them keep the taller, more graceful pair.

Then there was the center table to be made more presentable. This Miss Badger herself looked out for, contributing an appropriate linen center piece. One of the girls made and stood on this a basket for flowers.

After the glass book cases in the alcove had been made more attractive with curtains Miss Badger asked if the girls wouldn't like to have on one of these cases a piece of statuary from which they might get the idea of perfect posture. Of course this statuary would cost a good deal but the knowledge that the convention was coming suggested to some one of the household the bright idea of asking former girls of the house to join the cottage improvement circle. A few of these gave as much as \$5 each; in fact every one written to responded generously. And this is the way we got our Winged Victory.

After this one of the teachers volunteered to make a table cover, which means a lot of work. And so we are improving the living room for the girls of our family.

IDA A. CROSS.

On June 25, ten children from the Chelsea, Mass., sight-saving class, with their teacher, gave in a schoolroom of your girls' primary a two-session demonstration of the regular class work.

Having their own Moulthrop adjustable desks, clear type books, special pencils, note books, maps and other materials which had been brought over by the Perkins Institution truck, they adapted themselves quickly to the new surroundings and gave most of a usual day's program, including devotions, arithmetic, history, geography, reading, language, drawing, games, and hand work.

The children were eager and responsive. Your girls were interested to examine our work and materials. I only wish more convention people had managed to visit us.

MABEL MARDEN.

ACKNOWLEDGMENTS.

I. — ACKNOWLEDGMENTS FOR CONCERTS, RECITALS AND PLAYS.

To Mr. W. H. BRENNAN, for thirty tickets for the course of symphony concerts in Sanders Theatre, Cambridge.

To Mrs. DANIEL M. BATES, for the use of a ticket for a concert by the Boston Symphony Orchestra, Symphony Hall, Boston.

To the RADCLIFFE CLUB of Boston, for thirty tickets for a concert by Albert Spaulding, violinist, and Edith Mason, pianist, in Symphony Hall, Boston.

To Mr. AARON RICHMOND, for an average of eight tickets for a series of three recitals in Jordan Hall, Boston.

To Mr. H. B. WILLIAMS, for ten tickets for a pianoforte recital by Ernesto Berumen in Jordan Hall, Boston.

To Mr. GRANT MITCHELL, for a general invitation to attend a special performance of his play, "The Whole Town's Talking," at Plymouth Theatre, Boston.

To Miss ELIZABETH BURT, for twenty tickets for a concert by the New England Conservatory Orchestra in connection with Music Week.

To Miss HELEN KELLER and Mrs. JOHN MACY, for a general invitation to attend Waldorf Theatre, Waltham, on the occasion of their appearance there.

II. — ACKNOWLEDGMENTS FOR RECITALS, LECTURES AND DRAMATICS IN OUR HALL.

To Dr. P. H. BRYCE of Ottawa, Canada, for a lecture on "The Basis of Life."

To Prof. ALBERT H. GILMER and pupils from Tufts and Jackson colleges, for a presentation of the comedy, "A Successful Calamity."

To Mrs. LUCIA AMES MEAD, for a talk on the European situation.

To Prof. EDWARD ABNER THOMPSON, for a reading of "A Merchant of Venice."

To Mr. WILLIAM STRONG, for a pianoforte recital.

To Miss ETHEL POTTER, for dramatic readings.

To Mrs. G. T. SCOGGIN, for story-telling to the children.

To Mrs. MAUDE HUNTINGTON BENJAMIN, for a general invitation to her reading of Channing Pollock's "The Fool."

To Miss BRYAN STURM, for a pianoforte recital.

To Dr. SAMUEL P. HAYES, for a series of talks on topics under the general subject of "Applied Psychology."

To Miss RUTH MUSKRAT, for a talk on customs of her people, the Cherokee Indians.

III. — ACKNOWLEDGMENTS FOR PERIODICALS AND NEWSPAPERS.

Braille Courier (embossed), California News, Christian Record (embossed), Colorado Index, Florida School Herald, Illuminator (embossed), Industrial Enterprise, Juvenile Braille Monthly (embossed), Matilda Ziegler Magazine (embossed), The Mentor, Ohio Chronicle, Our Dumb Animals, Red, White and Blue (embossed), Rocky Mountain Leader, Students Review, The Theosophical Path, The Utah Eagle, Virginia Guide, West Virginia Tablet.

IV. — ACKNOWLEDGMENTS FOR GIFTS AND SERVICES.

To Dr. HENRY HAWKINS, Dr. HAROLD B. CHANDLER and Dr. HOWARD M. CLUTE, for professional services.

To the MASSACHUSETTS GENERAL HOSPITAL, the MASSACHUSETTS CHARITABLE EYE AND EAR INFIRMARY, the CHILDREN'S HOSPITAL, ST. ELIZABETH'S HOSPITAL and the CONTAGIOUS DEPARTMENT, MASSACHUSETTS HOMEOPATHIC HOSPITAL, for care and treatment of pupils.

Mrs. WALTER C. BAYLIES, Mrs. E. PREBLE MOTLEY, Miss ELEANOR S. PARKER, Mrs. HENRY H. SPRAGUE, Mrs. J. T. ATWOOD and Miss ATWOOD, the little people of the Sunday School of the CHURCH OF THE DISCIPLES, Mrs. MAUD M. HOBEIN, Mrs. FRANCES G. DUNCAN, Miss CARRIE O. SOLLOWAY and children of a summer Sunday School at Goodwin's Landing, Marblehead, through Mrs. L. H. COLE, for gifts of money.

To the BOSTON COMMITTEE FOR THE BLIND, Miss Jessie Goldsmith, secretary, for parties and cottage sociables for our children, for gifts of money, clothing and ice cream at several times through the school year.

To the Ladies of TEMPLE ISRAEL, Boston, to Mrs. WILLIAM ELWELL, Mrs. LEO A. THUMIN, Miss RUTH COLBURN, Mrs. WEAVER and Miss MAILLARD and Mrs. FRANK WALKER, for dolls; to Mrs. HOWLAND of Wilmington, Mass., for dolls and other playthings; and to the OXFORD (Pa.) GUILD, through Mrs. Joel Pennock, president, and Miss Anna Ochs, for dolls and clothing.

To Mrs. WALTER EDELSTEIN, Miss E. R. THORNTON, Mrs. M. KAY, Mrs. MAY CHAPIN, Mrs. GORDON WOOD, Mrs. GERTRUDE TOBEY, Mrs. O. W. PUTNAM and Miss EDNA GRYZMISH, for articles of clothing.

To members of the BOSTON FRUIT AND PRODUCE EXCHANGE, through Sec. Harvey E. Sleeper, to Mr. JAMES H. PROCTOR, Mrs. JOHN CHIPMAN GRAY, Mr. JOSEPH HARDY and Mr. DANIEL GOODWIN, for fruit; and to Mr. ALBERT C. BURRAGE, through Miss Marian T. Hosmer and Mr. Charles Schweinfeldt, for a specimen cocoanut.

To the EASTERN DIVISION, MASSACHUSETTS GIRL SCOUTS, Mrs. ROGER B. MERRIMAN, Dr. PUTNAM and daughter, Mrs. ALEXANDER COCHRANE, Mrs. LOUIS ROSENBAUM, Miss CARNEY, Miss FLORA W. WHITNEY, Mrs. H. FREIMAN, Mrs. VINCENT MASCHIO, and pupils of the JUNIOR HIGH SCHOOL of Wellesley Hills, for ice cream and confectionery.

To Mrs. GALEN FLANDERS, for May baskets; and to Miss HARDY and Miss RUTH COLBURN, for St. Valentine's Day treats.

To the Belmont UNITARIAN GIRL'S CLUB and to the WINKLY CLUB of the Bulfinch Place Church, Boston, for parties for the children and, in the latter instance, for transportation to and from the church.

To Mrs. R. H. MONKS, Wellesley Hills, for a pianola with over 1,000 records.

To "a friend" and to Mr. and Mrs. C. FRED CAMPBELL of Lowell, for radio sets and accessories.

To Mr. WILLIAM HOTALING, Chestnut Dale Farm, Kinderhook, N. Y., for fruit trees.

To Mr. P. D. MANNING, executor of the estate of George A. Hill, to Mr. LOUIS E. KIRSTEIN, Miss A. M. HARRINGTON, Mrs. E. B. MUNROE, the HOWE PUBLISHING SOCIETY FOR THE BLIND, Cleveland, and the PERMANENT BLIND RELIEF WAR FUND, for gifts of books, both in ink print and in the braille system of embossed type.

To Mrs. LEWIS K. THURLOW, for a Hall Braillewriter.

To Mrs. EDWARD TOLMAN for a picture of Laura Bridgman and Oliver Caswell, and to Mr. GRANT MITCHELL, for pictures of himself and his stage associates.

To Miss WALDIEN BURGER, for a collection of specimens from Java.

LIST OF PUPILS.

OCTOBER 1, 1923.

UPPER SCHOOL.

Almeda, Maria R.	Matthews, Edith M.
Baker, Elsie.	McGovern, Velma.
Bazarian, Mary.	McMeekin, Jennie.
Bessette, Vedora.	Mitchell, Ethel G.
Blake, Clarissa H.	Nadeau, Olivina M.
Boone, Florence M.	Noon, Rita A.
Bosma, Gelske.	Ogilvie, Hilda M.
Bradbury, Thelma M.	O'Neil, Josephine M.
Braley, Ruth I.	Ouellette, Anna.
Brooks, Madeline D.	Parker, Ethel I.
Brown, Dorothy M.	Person, Erine A.
Buckley, Alice.	Poirier, Delina M.
Cambridge, Mollie.	Rankin, M. Dorothy.
Clancy, Elizabeth.	Rohr, Charlotte M.
Coakley, Alice L.	Rose, Sadie.
Cohen, Ruth.	Saladino, Rose M.
Colaizzi, Josephine.	Samon, Stacey.
Comtois, Eva.	Santos, Emily.
Costa, Marianna.	Shaw, Helena.
Davis, Mary.	Shea, Mary Ellen.
DeDominicis, Edith.	Sim, Ruby E.
Doyle, Mary E.	Simmons, Bertha.
Drake, Helena M.	Skipp, Doris M.
Dufresne, Irene.	Stutwoota, Mary.
Dunn, Mabel C.	Thebeau, Marie.
Dunn, Mary C.	Trudel, Olive C.
Duquette, Irene.	Wall, Agnes M.
Eastman, M. Albertina.	Wilcox, Bertha M.
Elliott, Ethel S.	Wolf, Hedwig.
Elliott, Mary.	Amiro, Gilbert.
Farnham, Barbara E.	Antonucci, Alberto.
Ferrarini, Yolande.	Ball, Earl R.
Fiske, Dorothy T.	Barrett, Robert C.
Flanagan, M. Ursula.	Bergeron, Albert.
Flinn, Mary E.	Berube, Walter.
Foster, Mabel G.	Blair, Herman A.
Gagnon, Eva.	Bruenn, Alvin E.
Gilbert, Eva V.	Carlos, Antone F.
Goff, Eva.	Combs, Raymond L.
Hanley, Mary.	Conley, Edward.
Haswell, Thelma R.	Cormier, Alfred.
Hilton, Charlotte.	Cullen, George F.
Hinckley, Dorothy M.	Czub, Albert.
Ingersoll, Dorothy.	Davy, Horace.
Jefferson, Annie.	DiCicco, Emilio.
Kazanjian, Zaroohie.	DiMartino, Matthew.
Keefe, Mildred.	Dore, Charles W.
Kelley, Beulah C.	Dougherty, Alexander W.
Lagerstrom, Ellen M.	Dunbar, Kenneth A.
Lanoue, Edna.	Eaton, Charles P.
Lanoue, Helen.	Egan, John P.
Landate, E. Lena.	Ellis, Thomas E.
Laurenzo, Carolina.	Ferron, Homer.
Leppanen, Mary.	Frende, John.
L'Heureux, Juliette.	Gaffney, George J.
Lyons, Mary L.	Gagnon, Lionel.

Gagnon, Réné.
Gearrey, Raymond E.
Goguen, Raoul.
Gould, Francis E.
Grime, G. Edward.
Hanley, Thomas A.
Hannon, James E.
Hendrick, Horatio W.
Hurley, Arnold E.
Jablonski, Joseph.
Jenkins, Edward W.
Katwick, Arthur D.
Keefe, Clarence G.
Laminan, Toivo.
Lavoie, J. H. Alphonse.
Leone, Amadeo.
Le Roi, Francis H.
Lippitt, Raymond A.
Loesche, Fred.
Lord, Paul E.
MacGinnis, Raymond L.
Marchesio, Aldo.
McCarthy, Eugene C.
Mennassian, Souran.
Meuse, Lawrence A.

Michaud, J. Armand.
Munro, George H.
Navarra, Gaspare.
Noble, Leon H.
Piccolo, R. Albert.
Rego, Peter.
Reinert, Alfred E.
Reinert, Gustav.
Remington, Joseph H.
Reynolds, Waldo F.
Rosenbloom, Robert.
Rourke, Frank W.
Rubin, Manual.
St. George, William.
Santiago, Gregorio.
Shulman, George.
Silva, Arthur P.
Stone, Walter C.
Summerhayes, Paul R.
Vailancourt, Maurice A.
Vance, Alvin L.
Wesson, Kermit O.
Weston, Gordon W.
Withers, Harold.
Young, Vinal R.

LOWER SCHOOL.

Badrosian, Mary.
Barnard, Eliza B.
Beliveau, Leontine T.
Buckley, Frances A.
Casella, Frances.
Correia, Fanny.
Corsi, Angelina.
Coughlin, Ethel.
Crossman, Evelyn M.
Czyzewski, Margaret J.
Daniels, Dorothy D.
Dardioli, Luigina.
DeCesare, Ida.
Della Morte, Maria.
Dien, Sarah M.
Doherty, Kathleen E.
Edwards, Eleanor B.
Foley, V. Marion.
Furtado, Matilde.
Glynn, Helen.
Goodwin, Helen J.
Harasimowicz, Alice.
Harley, Rita M.
Hinckley, Geraldine.
Landry, Edwina.
Lemorey, Mary J.
Lenville, Eva Hilda.
MacDonald, Marion.
Macdougall, Mildred D.
McEvoy, Evelyn M.
McMullin, Beatrice M.
McNamara, Eileen.
McNamara, Lorraine.
Mierzewski, Stephanie.
Nowicki, Janina.
Payne, Barbara.
Pepe, Carmella.
Pepe, Philomena.
Perry, May B.

Pimental, Mary V.
Reese, Helen.
Robinson, M. Viola.
Roy, Catherine M.
Saverino, Maimie.
Scott, Arline R.
Silvia, Emma.
Sordillo, Mary.
Staniewicz, Mary.
Szezerba, Mary.
Tirrella, Helen.
Wheeler, Theresa.
Widger, Evelyn L.
Withrow, Cora.
Wolfson, Martha.
Wonderly, Christine E.
Adams, Raymond G.
Beaulieu, Ernest.
Bowden, Robert F.
Cambardelli, Arthur J.
Camarano, Angelo.
Campbell, Peter F.
Caroselli, Andrea.
Case, William A.
Casella, Charles.
Chombeau, Bertrand.
Clemens, John.
Cook, William L.
Cookson, Robert.
Costa, Anthony.
Cowick, Orville H.
Damon, George M.
Despres, John P.
Devino, Ivor G.
Donovan, Thomas J.
Egan, Robert J.
Ferguson, George A.
Giuliano, Paolo.
Gluckstein, Archie.

Gould, Basil.
 Greene, Frank H.
 Hatch, Arthur F.
 Henry, Paul W.
 Holmes, Rutherford B.
 Hull, Richard L.
 Jackman, Richard F.
 Kesselman, Max.
 Kwoisnieski, Thaddeus J.
 Laba, Stephen.
 Lamarine, William L.
 Lankowicz, Stanley.
 Lubin, John.
 Marchesio, Guido.
 Maschio, Angelo N. B.
 Maynard, Merrill A.
 McCluskey, Harry L.

McLaughlin, Leroy B.
 Melanson, Hervé J.
 Meuse, Paul R.
 Miskiavitch, Norbert.
 Paice, Gerald J.
 Pike, Norman N.
 Rainville, Harvey L.
 Ramos, Joseph.
 Santos, Tony.
 Shaw, Harris E.
 Spelman, Kenneth E.
 Stott, Lester W.
 Thompson, R. Lawrence.
 Tobey, Arthur W.
 Vincent, A. Roy.
 Yates, Merle F.

The places from which these pupils come and the number from each place follows:—

Massachusetts	188	Alabama	1
Rhode Island	41	Virginia	1
Maine	13	New Jersey	1
New Hampshire	12	Arizona	1
Vermont	8	Porto Rico	1
Connecticut	6		

EXHIBITION OF ACTIVITIES OF PUPILS OF THE PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND, 1832-1924.

JORDAN HALL, BOSTON, THURSDAY, MAY 8, 1924, AT 3 O'CLOCK, P.M.

The Hon. FRANCIS HENRY APPLETON, presiding.

PROGRAM.

PART I.

Opening Remarks.

By the Hon. FRANCIS HENRY APPLETON.

Games and Exercises.

By the Kindergarten and Primary Children.

Classroom Work.

By Pupils of the Upper School.

Wand Drill, and Tarantella.

By Girls of the Upper School.

PART II.

Address.

By RICHARD C. CABOT, M.D.

Folk Dances.

By Girls of the Primary School.

Pyramid-Building, Tumbling, and Wrestling.

By Boys of the Upper School.

CONCERT BY THE CHOIR OF THE PERKINS
INSTITUTION AND MASSACHUSETTS
SCHOOL FOR THE BLIND.

DWIGHT HALL, TUESDAY EVENING, MAY 20, 1924, AT 8.15 O'CLOCK.

PROGRAM.

PART ONE.

Scenes from the Song of Hiawatha.

"THE DEATH OF MINNEHAHA" S. Coleridge-Taylor
A cantata for chorus with soprano and baritone solos.

PART TWO.

Music.

An Ode.

The Poem by Dr. HENRY VAN DYKE.

The Music by HENRY HADLEY.

For mixed chorus and solo voices.

GRADUATING EXERCISES OF THE PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND.

HELD DURING THE BIENNIAL CONVENTION OF THE AMERICAN ASSOCIATION OF INSTRUCTION OF THE BLIND, MONDAY EVENING, JUNE 23, 1924, AT 8 O'CLOCK.

PROGRAM.

Chorus — "The Lost Chord" *Sullivan*

Essays:

The Red Cross Society. *GASPERO JOSEPH NAVARRA.*

Coal and Coal Mining. *RAYMOND LESTER MACGINNIS.*

Part Songs:

"Morn-rise"
"A Song of Seasons" *Czibulka Hawley*
GIRLS' GLEE CLUB.

Essays:

Immigration and Americanization. *EDWARD JOSEPH CONLEY.*

The Progress of Medical Science. *ARTHUR DAVID KATWICK.*

Presentation of Diplomas.

Chorus — "The Twenty-Third Psalm" *Neidlinger*

STATEMENT OF ACCOUNTS.

BOSTON, November Twelfth, 1924.

Messrs. WARREN MOTLEY, F. H. APPLETON, Jr., *Auditors, Perkins Institution and Massachusetts School for the Blind, Watertown, Massachusetts.*

GENTLEMEN:— I have audited the accounts of Albert Thorndike, Treasurer of the Institution, for the fiscal year ending August 31, 1924 and have found that all income from investments and proceeds from sales of securities have been accounted for, and that the donations, subscriptions, miscellaneous receipts, as shown by the books, have been deposited in bank to the credit of the Treasurer of the Institution.

I have vouched all disbursements and verified the bank balances as at the close of the fiscal year.

The stocks and bonds in the custody of the Treasurer were counted by the Auditing Committee and the schedules of the securities, examined by them, were then submitted to me and found to agree with those called for by the books.

I hereby certify that the following statements covering the Institution, Howe Memorial Press Fund, and Kindergarten, correctly set forth the income and expenditures for the fiscal year ending August 31, 1924.

Respectfully submitted,

JOHN MONTGOMERY,
Certified Public Accountant.

INSTITUTION.

BALANCE SHEET, AUGUST 31, 1924.

	<i>Assets.</i>
Plant: —	
Real estate, Watertown	\$561,920 13
Real estate, South Boston	8,647 74
Real estate, Boston	44,646 25
	<u>\$615,214 12</u>
Equipment: —	
Furniture and household	\$12,568 82
Tools, etc.	1,324 59
Music department	18,875 00
Library department	73,881 56
Works department	15,052 53
	121,702 50
Investments: —	
Real estate	\$208,078 74
Stocks and bonds	619,198 79
Stocks and bonds — Varnum Fund	126,496 39
Stocks and bonds — Baker Fund	10,027 85
	963,801 77
Inventory of provisions and supplies	3,657 88
Accounts receivable	4,685 63
E. E. Allen, Trustee	733 90
Cash on hand	16,711 48
Total	\$1,726,507 28
	<i>Liabilities.</i>
General account	\$347,128 77
Funds: —	
Special	\$60,777 00
Permanent	354,475 54
General	934,394 91
	1,349,647 45
Amount carried forward	\$1,696,776 22

<i>Amount brought forward</i>		\$1,696,776 22
Unexpended income, special funds		11,236 87
Gifts for clock and organ		39 00
Vouchers payable	\$1,422 10	
Accounts payable	7,033 09	
Loans payable	10,000 00	
		<u>18,455 19</u>
Total		\$1,726,507 28

TREASURER'S CONDENSED INCOME ACCOUNT, YEAR ENDING AUGUST 31, 1924.

Rent net income		\$6,183 12
Interest and dividends, general purposes		38,121 02
Interest and dividends, special funds		3,257 13
Annuities and trusts		4,081 57
Donations		3,160 50
Tuition and board, Massachusetts	\$39,700 00	
Tuition and board, others	32,916 51	
		<u>72,616 51</u>
Total		\$127,419 85
Less special fund income to special fund accounts	\$3,257 13	
Treasurer's miscellaneous expenses	676 77	
		<u>3,933 90</u>
Net income		\$123,485 95
Net charge to Director	\$118,044 58	
Repairs, faulty construction	3,499 34	
		<u>121,543 92</u>
Balance of income		\$1,942 03

Income Special Funds.

On hand September 1, 1923		\$10,166 77
Income 1923-1924		3,257 13
Total		<u>\$13,423 90</u>
Distributed		2,187 03
Unexpended income August 31, 1924		<u>\$11,236 87</u>

DIRECTOR'S CONDENSED EXPENSE ACCOUNT, YEAR ENDING AUGUST 31, 1924.

<i>Administration:</i> —		
Salaries and wages	\$7,494 66	
Other expenses	587 10	
		<u>\$8,081 76</u>
<i>Maintenance and operation of plant:</i> —		
Salaries and wages	\$24,399 42	
<i>Other expenses:</i> —		
Provisions	\$14,895 95	
Light, heat and power	10,061 84	
Household furnishings and supplies	3,726 37	
Insurance and water	1,448 61	
Repairs	4,324 69	
Publicity	1,082 81	
Extraordinary expense	221 90	
Loss on bad debts	30 79	
Depreciation on furniture, household equipment, tools, etc.	1,799 79	
Depreciation on buildings, Watertown	13,385 06	
Miscellaneous	1,043 81	
		<u>52,021 62</u>
<i>Instruction and school supplies:</i> —		
Salaries and wages	\$33,048 45	
Other expenses	788 15	
		<u>33,836 60</u>
Total		\$118,339 40
<i>Less:</i> —		
Net income, Works department	\$242 37	
Net income, Tuning department	52 45	
		<u>294 82</u>
Net charge to Director		\$118,044 58

WORKS DEPARTMENT.

PROFIT AND LOSS STATEMENT, AUGUST 31, 1924.

	<i>Revenue.</i>	
Sales		\$48,844 91
	<i>Expenditures.</i>	
Materials used	\$12,378 36	
Salaries and wages	28,933 81	
General expense	5,774 55	
Auto expense	943 02	
Total expenditures		48,029 74
Profit		\$815 17
Deduct:—		
Difference in inventory of tools and equipment	\$366 20	
Loss on bad accounts	206 60	
Total		572 80
Total profit for year ending August 31, 1924		\$242 37

INSTITUTION FUNDS AND LEGACIES.

Special funds:—		
Robert C. Billings (for deaf, dumb and blind)	\$4,000 00	
John D. Fisher (Scholarship)	5,110 00	
Joseph B. Glover (for blind and deaf)	5,000 00	
Harris Fund (Outdoor Relief)	26,667 00	
Maria Kemble Oliver (Concert Tickets)	15,000 00	
Elizabeth P. Putnam (Higher Education)	1,000 00	
Richard M. Saltonstall (Use Trustees)	3,000 00	
A. Shuman (Clothing)	1,000 00	
		\$60,777 00
Permanent funds:—		
Charles Tidd Baker	\$10,340 88	
Charlotte Billings	40,507 00	
Stoddard Capen	13,770 00	
Jennie M. Colby, in memory of	100 00	
Ella Newman Curtis Fund	2,000 00	
Stephen Fairbanks	10,000 00	
Harris Fund (General Purposes)	53,333 00	
Harriet S. Hazeltine Fund	5,000 00	
Benjamin Humphrey	25,000 00	
Prentiss M. Kent	2,500 00	
Jonathan E. Pecker	950 00	
Richard Perkins	20,000 00	
Mrs. Marilla L. Pitts, in memory of	5,000 00	
Frank Davison Rust Memorial	4,000 00	
Samuel E. Sawyer	2,174 77	
Charles Frederick Smith	8,663 00	
Timothy Smith	2,000 00	
Mary Lowell Stone	3,000 00	
George W. Thym	529 89	
Alfred T. Turner	1,000 00	
Anne White Vose	12,994 00	
Charles L. Young	5,000 00	
William Varnum Fund	126,613 00	
		354,475 54
General funds:—		
Elizabeth B. Bailey	\$3,000 00	
Eleanor J. W. Baker	2,500 00	
Calvin W. Barker	1,859 32	
Lucy B. Barker	5,953 21	
Francis Bartlett	2,500 00	
Mary Bartol	300 00	
Thompson Baxter	322 50	
Robert C. Billings	25,000 00	
Amounts carried forward	\$41,435 03	\$415,252 54

Amounts brought forward

\$41,435 03 \$415,252 54

General funds — *Continued.*

Susan A. Blaisdell	5,832	66
William T. Bolton	555	22
George W. Boyd	5,000	00
Caroline E. Boyden	1,930	39
J. Putnam Bradlee	268,391	24
Charlotte A. Bradstreet	10,508	70
Lucy S. Brewer	10,215	36
J. Edward Brown	100,000	00
T. O. H. P. Burnham	5,000	00
Annie E. Caldwell	4,000	00
Emma C. Campbell	1,000	00
Edward F. Cate	5,000	00
Fanny Channing	2,000	00
Ann Eliza Colburn	5,000	00
Susan J. Conant	500	00
William A. Copeland	1,000	00
Louise F. Crane	5,000	00
W. Murray Crane	10,000	00
Harriet Otis Crufft	6,000	00
David Cummings	7,723	07
Chastine L. Cushing	500	00
I. W. Danforth	2,500	00
Charles L. Davis	1,000	00
Susan L. Davis	1,500	00
Joseph Descalzo	1,000	00
John H. Dix	10,000	00
Alice J. H. Dwinell	200	00
Mary E. Eaton	5,000	00
Orcut H. Eustis	500	00
Mortimer C. Ferris Memorial	1,000	00
Thomas B. Fitzpatrick	1,000	00
Ann Maria Fosdick	9,000	00
Nancy H. Fosdick	3,845	00
Sarah E. Foster	200	00
Mary Helen Freeman	1,000	00
Cornelia Anne French	10,000	00
Martha A. French	164	40
Ephraim L. Frothingham	1,825	97
Jessie P. Fuller	200	00
Thomas Gaffield	6,685	38
Albert Glover	1,000	00
Joseph B. Glover	5,000	00
Charlotte L. Goodnow	6,471	23
Charles G. Green	36,709	50
Ellen Hammond	1,000	00
Hattie S. Hathaway	500	00
Charles H. Hayden	27,461	01
John C. Haynes	1,000	00
Joseph H. Heywood	500	00
George A. Hill	100	00
Margaret A. Holden	3,708	32
Charles Sylvester Hutchison	2,156	00
Ernestine M. Kettle	10,000	00
Lydia F. Knowles	50	00
Catherine M. Lamson	6,000	00
William Litchfield	7,951	48
Mary I. Locke	8,237	89
Hannah W. Loring	9,500	00
Adolph S. Lundin	100	00
Susan B. Lyman	4,809	78
Stephen W. Marston	5,000	00
Charles Merriam	1,000	00
Joseph F. Noera	2,000	00
Sarah Irene Parker	699	41
William Prentiss Parker	2,500	00
George Francis Parkman	50,000	00
Grace Parkman	500	00
Philip G. Peabody	1,200	00
Edward D. Peters	500	00
Henry L. Pierce	20,000	00
Sarah E. Pratt	2,928	59
Grace E. Reed	4,850	00

Amounts carried forward

\$776,645 63 \$415,252 54

Amounts brought forward

\$776,645 63 \$415,252 54

General funds — Concluded.

Matilda B. Richardson	300 00
Mary L. Ruggles	3,000 00
Marian Russell	5,000 00
Nancy E. Rust	2,640 00
Joseph Scholfield	2,500 00
Sarah E. Seabury	3,116 01
Richard Black Sewell	25,000 00
Margaret A. Simpson	968 57
Esther W. Smith	5,000 00
The Maria Spear Bequest for the Blind	15,000 00
Henry F. Spencer	1,000 00
Lucretia J. Stochr	2,500 00
Joseph C. Storey	5,000 00
Sophronia S. Sunbury	365 19
Mary F. Swift	1,391 00
William Taylor	893 36
Joanna C. Thompson	1,000 00
William Timlin	7,820 00
Mary Willson Tucker	481 11
George B. Upton	10,000 00
Charles A. Vialle	1,990 00
Abbie T. Vose	1,000 00
Horace W. Wadleigh	2,000 00
Joseph K. Wait	3,000 00
Harriet Ware	1,952 02
Charles F. Webber (by sale of part of vested remainder interest under his will)	11,500 00
Allena F. Warren	2,828 33
William H. Warren	4,073 17
Mary Ann P. Weld	2,000 00
Cordelia H. Wheeler	800 00
Opha J. Wheeler	3,086 77
Samuel Brenton Whitney	1,000 00
Mehitable C. C. Wilson	543 75
Thomas T. Wyman	20,000 00
Fanny Young	8,000 00
William D. Young	1,000 00

934,394 91

\$1,349,647 45**DONATIONS, INSTITUTION ACCOUNT.**

Through the Ladies' Auxiliary Society	\$3,030 50
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Additions to Scholarship Fund in "Memory of John D. Fisher":

Crabtree, Miss Lotta M.	\$1,250 00
Emerson, Mrs. William	25 00
Morison, Mrs. John H.	100 00
Peck, Mrs.	100 00
Tifft, Eliphilet T.	25 00

1,500 00

\$4,530 50**HOWE MEMORIAL PRESS FUND.****BALANCE SHEET, AUGUST 31, 1924.***Assets.***Equipment and supplies:—**

Printing plant	\$874 59
Machinery	3,586 82
Printing inventory	11,841 56
Appliances	8,474 66
Embossing inventory	438 85
Stationery, etc.	639 90

\$25,856 38

Investments:—

Stocks and bonds	172,382 50
Notes and accounts receivable	6,533 56
Cash on hand	777 76

Total \$205,550 20

	<i>Liabilities.</i>	
General account		\$181,792 14
Funds:—		
Special	\$7,000 00	
Permanent	5,000 00	
General	11,590 00	
Vouchers payable	23,590 00	
Accounts payable	160 06	
		8 00
Total		\$205,550 20

TREASURER'S CONDENSED INCOME ACCOUNT, YEAR ENDING AUGUST 31, 1924.

Interest and dividends, general purposes	\$11,416 48
Interest and dividends, special funds	490 00
Other income	157 99
	<u> </u>
Total	\$12,064 47
Less Treasurer's expenses	52 50
	<u> </u>
Net income	\$12,011 97
Net charge to Director	10,536 75
	<u> </u>
Balance of income	\$1,475 22

DIRECTOR'S CONDENSED EXPENSE ACCOUNT, YEAR ENDING AUGUST 31, 1924.

Maintenance and operation of plant:—	
Embossing	\$1,798 05
Printing	4,670 29
Appliances	7,755 55
Stationery	763 51
Library	2,153 63
Depreciation on machinery and equipment	759 06
Publicity	65
Salaries	1,905 00
Miscellaneous	259 34
	<u> </u>
	\$20,065 08
Less:—	
Discounts	\$20 59
Sale of appliances, income from	7,087 78
Sale of books, music, etc., income from	2,419 96
	<u> </u>
	9,528 33
Net charge to Director	\$10,536 75

HOWE MEMORIAL PRESS FUNDS AND LEGACIES.

Special funds:—	
Harriet S. Hazeltine (printing raised characters)	\$2,000 00
Deacon Stephen Stickney Fund (books, maps and charts)	5,000 00
	<u> </u>
Permanent fund:—	\$7,000 00
J. Pauline Schenkl	5,000 00
	<u> </u>
General funds:—	
Beggs Fund	\$300 00
Joseph H. Center	1,000 00
Augusta Wells	10,290 00
	<u> </u>
	11,590 00
	<u> </u>
	\$23,590 00

KINDERGARTEN.

BALANCE SHEET, AUGUST 31, 1924.

	<i>Assets.</i>
Plant:—	
Real estate, Watertown	\$451,064 00
Equipment:—	
Furniture and household	\$12,158 42
Tools, etc.	1,644 54
Music department	2,000 00
	15,802 96
Investments:—	
Real estate	\$453,753 00
Stocks and bonds	985,563 65
Mortgage receivable	140,000 00
	1,579,316 65
Inventory of provisions and supplies	3,657 87
Notes receivable	333 58
Loans	10,000 00
Accounts receivable	5,719 98
E. E. Allen, Trustee	175 83
Cash on hand	14,645 45
Total	\$2,080,716 32

Liabilities.

General account	\$388,356 18
Funds: —	
Special	\$12,640 00
Permanent	199,371 07
General	1,475,651 42
	1,687,662 49
Unexpended income, special funds	1,984 51
Vouchers payable	623 97
Accounts payable	2,089 17
Total	\$2,080,716 32

TREASURER'S CONDENSED INCOME ACCOUNT, YEAR ENDING AUGUST 31, 1924

Rent net income		\$31,402 00
Interest and dividends, general purposes		54,278 20
Interest and dividends, special funds		594 91
Donations		14 00
Tuition and board, Massachusetts	\$32,260 00	
Tuition and board, others	11,280 00	
		43,540 00
Total		\$129,829 11
Less special fund income to special fund accounts	\$594 91	
Treasurer's miscellaneous expenses	732 98	
		1,327 89
Net income		\$128,501 22
Net charge to Director	\$116,401 98	
Repairs, faulty construction	2,843 97	
		119,245 95
Balance of income		\$9,255 27

Income, Special Funds,

On hand September 1, 1923	\$1,552 36
Income 1923-1924	594 91
Total	\$2,147 27
Distributed	162 76
Unexpended income August 31, 1924	\$1,984 51

DIRECTOR'S CONDENSED EXPENSE ACCOUNT, YEAR ENDING AUGUST 31, 1924.

Administration:—

Salaries and wages	\$7,409 14
Other expenses	861 67
	<hr/>
	\$8,270 81

Maintenance and operation of plant:—

Salaries and wages	\$28,681 69
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Other expenses:—

Provisions	\$14,326 13
Light, heat and power	9,376 02
Tuition and board	11,652 51
Household furnishings and supplies	4,836 63
Depreciation on furniture, household equipment, tools, etc.	1,476 23
Depreciation on buildings, Watertown	10,495 23
Insurance and water	1,633 83
Repairs	4,748 57
Publicity	928 10
Extraordinary expense	665 83
Miscellaneous	3,027 82
	<hr/>
	63,166 90
	<hr/>

Instruction and school supplies:—

Salaries and wages	\$14,776 45
Other expenses	1,506 13
	<hr/>
	16,282 58

Net charge to Director **\$116,401 98**

KINDERGARTEN FUNDS AND LEGACIES.

Special funds:—

Charles Wells Cook (Scholarship)	\$800 00
Helen Atkins Edmunds Memorial (Scholarship)	5,000 00
Glover Fund (Albert Glover, Blind deaf mutes)	1,840 00
Emmeline Morse Lane (Books)	1,000 00
Leonard and Jerusha Hyde Room	4,000 00
	<hr/>
	\$12,640 00

Permanent funds:—

Charles Tidd Baker	\$15,509 60
William Leonard Benedict, Jr., Memorial	1,000 00
Samuel A. Borden	4,675 00
A. A. C., In Memoriam	500 00
Helen G. Coburn	9,980 10
M. Jane Wellington Danforth Fund	10,000 00
Caroline T. Downes	12,950 00
Charles H. Draper	23,934 13
Eliza J. Bell Draper Fund	1,500 00
George R. Emerson	5,000 00
Mary Eveleth	1,000 00
Eugenia F. Farnham	1,015 00
Susan W. Farwell	500 00
John Foster	5,000 00
The Luther & Mary Gilbert Fund	8,541 77
Albert Glover	1,000 00
Mrs. Jerome Jones Fund	9,935 95
Charles Larned	5,000 00
George F. Parkman	3,500 00
Catherine P. Perkins	10,000 00
Frank Davison Rust Memorial	15,600 00
Caroline O. Seabury	1,000 00
Eliza Sturgis Fund	21,729 52
Abby K. Sweetser	25,000 00
Hannah R. Sweetser	5,000 00
May Rosevear White Fund	500 00
	<hr/>
	199,371 07

General funds:—

Emilie Albee	\$150 00
Lydia A. Allen	748 38
Michael Anagnos	3,000 00
Harriet T. Andrew	5,000 00
	<hr/>

Amounts carried forward **\$8,898 38** **\$212,011 07**

Amounts brought forward \$8,898 38 \$212,011 07

General funds — *Continued.*

Martha B. Angell	16,172 61
Mrs. William Appleton	18,000 00
Elizabeth H. Bailey	500 00
Eleanor J. W. Baker	2,500 00
Ellen M. Baker	13,053 48
Mary D. Balfour	100 00
Mary D. Barrett	1,000 00
Nancy Bartlett Fund	500 00
Sidney Bartlett	10,000 00
Emma M. Bass	1,000 00
Thompson Baxter	322 50
Robert C. Billings	10,000 00
Sarah Bradford	100 00
Helen C. Bradlee	140,000 00
J. Putnam Bradlee	168,391 24
Charlotte A. Bradstreet	6,130 07
Sarah Crocker Brewster	500 00
Ellen Sophia Brown	1,000 00
Rebecca W. Brown	3,073 76
Harriet Tilden Browne	2,000 00
Katherine E. Bullard	2,500 00
Annie E. Caldwell	5,000 00
John W. Carter	500 00
Kate H. Chamberlin	5,715 07
Adeline M. Chapin	400 00
Benjamin P. Cheney	5,000 00
Fanny C. Coburn	424 06
Charles H. Colburn	1,000 00
Helen Collamore	5,000 00
Anna T. Coolidge	53,873 38
Mrs. Edward Cordis	300 00
Sarah Silver Cox	5,000 00
Susan T. Crosby	100 00
Margaret K. Cummings	5,000 00
James H. Danforth	1,000 00
Catherine L. Donnison Memorial	1,000 00
George E. Downes	3,000 00
Lucy A. Dwight	4,000 00
Mary B. Emmons	1,000 00
Mary E. Emerson	1,000 00
Arthur F. Estabrook	2,000 00
Orcut H. Eustis	500 00
Annie Louisa Fay Memorial	1,000 00
Sarah M. Fay	15,000 00
Charlotte M. Fiske	5,000 00
Ann Maria Fosdick	9,000 00
Nancy H. Fosdick	3,845 00
Elizabeth W. Gay	7,931 00
Ellen M. Gifford	5,000 00
Joseph B. Glover	5,000 00
Matilda Goddard	300 00
Maria L. Gray	200 00
Caroline H. Greene	1,000 00
Mary L. Greenleaf	5,157 75
Josephine S. Hall	3,000 00
Olive E. Hayden	4,622 45
Allen Haskell	500 00
Jane H. Hodges	300 00
Margaret A. Holden	2,360 67
Marion D. Hollingsworth	1,000 00
Frances H. Hood	100 00
Abigail W. Howe	1,000 00
Martha R. Hunt	10,000 00
Eyra S. Jackson	688 67
Ellen M. Jones	500 00
Hannah W. Kendall	1,500 00
Clara B. Kimball	10,000 00
David P. Kimball	5,000 00
Moses Kimball	1,000 00
Ann E. Lambert	700 00
Jean Munroe Le Brun	1,000 00
Willard H. Lettebridge	26,004 78

Amounts carried forward \$634,264 87 \$212,011 07

Amounts brought forward \$634,264 87 \$212,011 07

General funds — *Continued.*

William Litchfield	. . . . .	6,800 00
Mary Ann Locke	. . . . .	5,874 00
Robert W. Lord	. . . . .	1,000 00
Elisha T. Loring	. . . . .	5,000 00
Sophia N. Low	. . . . .	1,000 00
Thomas Mack	. . . . .	1,000 00
Augustus D. Manson	. . . . .	8,134 00
Calanthe E. Marsh	. . . . .	20,111 20
Sarah L. Marsh	. . . . .	1,000 00
Waldo Marsh	. . . . .	500 00
Annie B. Mathews	. . . . .	15,000 00
Rebecca S. Melvin	. . . . .	23,545 55
Georgina Merrill	. . . . .	4,773 80
Louise Chandler Moulton	. . . . .	10,000 00
Maria Murdock	. . . . .	1,000 00
Macy Abbie Newell	. . . . .	5,403 65
Mary Abbie Newell	. . . . .	500 00
Margaret S. Otis	. . . . .	1,000 00
Jeannie Warren Paine	. . . . .	1,000 00
Anna R. Palfrey	. . . . .	50 00
Sarah Irene Parker	. . . . .	699 41
Helen M. Parsons	. . . . .	500 00
Edward D. Peters	. . . . .	500 00
Henry M. Peyser	. . . . .	5,350 00
Mary J. Phipps	. . . . .	2,000 00
Caroline S. Pickman	. . . . .	1,000 00
Katherine C. Pierce	. . . . .	5,000 00
Helen A. Porter	. . . . .	50 00
Sarah E. Potter Endowment	. . . . .	425,014 44
Francis L. Pratt	. . . . .	100 00
Mary S. C. Reed	. . . . .	5,000 00
Jane Roberts	. . . . .	93,025 55
John M. Rodocanachi	. . . . .	2,250 00
Dorothy Roffe	. . . . .	500 00
Rhoda Rogers	. . . . .	500 00
Mrs. Benjamin S. Rotch	. . . . .	8,500 00
Edith Rotch	. . . . .	10,000 00
Rebecca Salisbury	. . . . .	200 00
J. Pauline Schenkl	. . . . .	5,000 00
Joseph Scholfield	. . . . .	3,000 00
Eliza B. Seymour	. . . . .	5,000 00
Esther W. Smith	. . . . .	5,000 00
Annie E. Snow	. . . . .	9,903 27
Adelaide Standish	. . . . .	5,000 00
Elizabeth G. Stuart	. . . . .	2,000 00
Benjamin Sweetzer	. . . . .	2,000 00
Harriet Taber Fund	. . . . .	622 81
Sarah W. Taber	. . . . .	1,000 00
Mary L. Talbot	. . . . .	630 00
Cornelia V. R. Thayer	. . . . .	10,000 00
Delia D. Thorndike	. . . . .	5,000 00
Elizabeth L. Tilton	. . . . .	300 00
Betsey B. Tolman	. . . . .	500 00
Transcript, ten dollar fund	. . . . .	5,666 95
Mary Willson Tucker	. . . . .	481 11
Mary B. Turner	. . . . .	7,582 90
Royal W. Turner	. . . . .	24,082 00
Minnie H. Underhill	. . . . .	1,000 00
Charles A. Vialle	. . . . .	1,990 00
Rebecca P. Wainwright	. . . . .	1,000 00
George W. Wales	. . . . .	5,000 00
Maria W. Wales	. . . . .	20,000 00
Mrs. Charles E. Ware	. . . . .	4,000 00
Rebecca B. Warren	. . . . .	5,000 00
Jennie A. (Shaw) Waterhouse	. . . . .	565 84
Mary H. Watson	. . . . .	100 00
Ralph Watson Memorial	. . . . .	237 92
Isabella M. Weld	. . . . .	14,795 06
Mary Whitehead	. . . . .	666 00
Evelyn A. Whitney Fund	. . . . .	4,400 00
Julia A. Whitney	. . . . .	100 00
Sarah W. Whitney	. . . . .	150 62

Amounts carried forward \$1,458,920 95 \$212,011 07

Amounts brought forward \$1,458,920 95 \$212,011 07

General funds — *Concluded.*

Betsy S. Wilder	. . . . .	500 00
Hannah Catherine Wiley	. . . . .	200 00
Mary W. Wiley	. . . . .	150 00
Mary Williams	. . . . .	5,000 00
Almira F. Winslow	. . . . .	306 80
Eliza C. Winthrop	. . . . .	5,041 67
Harriet F. Wolcott	. . . . .	5,532 00
	. . . . .	1,475,651 42
	. . . . .	\$1,687,662 49

DONATIONS, KINDERGARTEN ACCOUNT.

"Children of the King," Church of the Disciples, Boston \$4 00

CONTRIBUTIONS FOR THE PERKINS INSTITUTION.

Through the Ladies' Auxiliary Society, Mrs. Sarah A. Stover, Treasurer: —

Annual subscriptions	. . . . .	\$1,381 50
Donations	. . . . .	1,410 00
Cambridge Branch	. . . . .	130 00
Dorchester Branch	. . . . .	39 00
Lynn Branch	. . . . .	33 00
Milton Branch	. . . . .	37 00
	. . . . .	\$3,030 50

ANNUAL SUBSCRIPTIONS FOR THE PERKINS
INSTITUTION.

Through the Ladies' Auxiliary Society, Mrs. S. A. STOVER, Treasurer.

		Amount brought forward	\$494 00
Adams, Mrs. Waldo	\$ 5 00		
Alford, Mrs. O. H.	25 00		
Allen, Mrs. F. R.	3 00		
Amory, Mrs. Wm., 2d	25 00		
Bacon, Miss Ellen S.	25 00		
Bacon, Miss Mary P.	1 00		
Badger, Mrs. Wallis B.	5 00		
Baer, Mrs. Louis	10 00		
Balch, Mrs. F. G.	5 00		
Baldwin, Mrs. J. C. T.	5 00		
Bangs, Mrs. F. R.	10 00		
Barnet, Mrs. S. J.	5 00		
Bartol, Miss Elizabeth H.	20 00		
Batcheller, Mr. Robert	10 00		
Beal, Mrs. Boylston A.	10 00		
Boutwell, Mrs. L. B.	5 00		
Bruerton, Mr. Courtney, in memory of his mother, Mrs. James Bruerton	5 00		
Burr, Mrs. Charles C.	10 00		
Chamberlain, Mrs. M. L.	5 00		
Chandler, Mrs. Frank W.	5 00		
Chapin, Mrs. Henry B.	10 00		
Chapman, Miss E. D.	2 00		
Clapp, Dr. H. C.	2 00		
Clark, Mrs. Frederic S.	10 00		
Clerk, Mrs. W. F.	3 00		
Cobb, Mrs. Charles K.	5 00		
Codman, Miss Catherine Amory	10 00		
Coolidge, Mr. J. Randolph	25 00		
Cox, Mrs. William E.	10 00		
Craig, Mrs. Helen M.	5 00		
Craigin, Dr. George A.	10 00		
Crocker, Mrs. U. H.	5 00		
Curtis, Mrs. Horatio G.	5 00		
Curtis, Miss Mary G.	10 00		
Cushing, Mrs. H. W.	5 00		
Cushing, Mrs. J. W.	2 00		
Cushing, Miss Sarah P.	5 00		
Cutter, Mrs. Frank W.	1 00		
Dale, Mrs. Eben	5 00		
Damon, Mrs. J. L.	2 00		
Daniels, Mrs. Edwin A.	1 00		
Davis, Mrs. Joseph E.	5 00		
Davis, Mrs. Simon	2 00		
Denny, Mrs. Arthur B.	5 00		
Drost, Mr. Charles A.	10 00		
Dwight, Mrs. Thomas	1 00		
Edmands, Mrs. M. Grant	10 00		
Elms, Miss Florence G.	2 00		
Emmons, Mrs. R. W., 2d	50 00		
Ernst, Mrs. C. W.	5 00		
Ernst, Mrs. H. C.	5 00		
Eustis, Mrs. F. A.	10 00		
Faulkner, Miss Fannie M.	10 00		
Field, Mrs. D. W.	5 00		
Fitz, Mrs. W. Scott	25 00		
Foss, Mrs. Eugene N.	10 00		
Friedman, Mrs. Max	5 00		
Frothingham, Mrs. Langdon	5 00		
Gay, Mrs. Albert	1 00		
Gibbs, Mrs. H. C.	1 00		
Gill, Mr. Abbott D.			2 00
Gill, Mrs. George F.			1 00
Goldberg, Mrs. Simon			2 00
Goldschmidt, Mrs. Meyer H.			2 00
Gooding, Mrs. T. P.			2 00
Grandgent, Prof. Chas. H.			3 00
Gray, Mr. and Mrs. Robert			5 00
Hall, Mrs. Anthony D.			2 00
Harrington, Mrs. F. B.			3 00
Haven, Mrs. Edward B.			3 00
Hayward, Mrs. G. G.			5 00
Herman, Mrs. Joseph M.			5 00
Higginson, Mrs. H. L.			5 00
Hills, Mrs. Edwin A.			5 00
Homans, Mrs. John			10 00
Hooper, Miss Adeline D.			5 00
Hooper, Mrs. James R.			20 00
Howard, Mrs. P. B.			2 00
Howe, Mrs. Arabella			1 00
Jacobs, Mrs. F. W.			5 00
Johnson, Mrs. F. W.			1 00
Johnson, Mrs. Wolcott H.			5 00
Jones, Mrs. B. M.			10 00
Kettle, Mrs. Claude L.			1 00
Kimball, Mr. Edward P.			5 00
Kimball, Mrs. M. M.			50 00
King, Mrs. S. G.			3 00
Kingsley, Mrs. Robert C.			5 00
Klous, Mrs. Isaac, in memory of Mr. Isaac Klous			3 00
Kornfeld, Mrs. Felix			1 00
Lamb, Miss Augusta T.			1 00
Lamson, Mrs. J. A.			2 00
Lane, Mrs. D. H.			1 00
Larkin, Miss Elizabeth M.			1 00
Ledyard, Mrs. Lewis Cass			5 00
Leland, Mrs. Lewis A.			1 00
Levi, Mrs. Harry			2 50
Lincoln, Mr. A. L.			5 00
Locke, Mrs. C. A.			10 00
Lockwood, Mrs. T. S.			10 00
Lothrop, Miss Mary B.			5 00
Lowell, Miss Lucy, for 1923			5 00
Lowell, Mrs. John			5 00
Macurdy, Mr. Wm. F.			10 00
Mansfield, Mrs. George S.			2 00
Mansfield, Mrs. S. M.			1 00
Mansur, Mrs. Martha P.			3 00
Mason, Mrs. Charles E.			50 00
Mason, Miss Fanny P.			10 00
Merrill, Mrs. L. M.			5 00
Merriman, Mrs. Daniel			5 00
Monks, Mrs. George H., for 1923			20 00
Morse, Miss Margaret F.			5 00
Morss, Mrs. Everett			5 00
Moses, Mrs. George A.			2 00
Moses, Mrs. Joseph			5 00
Moses, Mrs. Louis			1 00
Nathan, Mrs. John			5 00
Nazro, Mrs. Fred H.			2 00

Amount carried forward . . . \$494 00

Amount carried forward . . . \$850 50

<i>Amount brought forward</i>	\$850 50	<i>Amount brought forward</i>	\$1,097 50
Niebuhr, Miss Mary M.	1 00	Stearns, Mrs. Wm. Brackett	5 00
Olmsted, Mrs. J. C.	5 00	Steinert, Mrs. Alex.	10 00
Oreutt, Mrs. W. D.	1 00	Stevens, Miss Alice B.	5 00
Page, Mrs. Calvin Gates	2 00	Taylor, Mrs. Wm. O.	5 00
Parker, Miss Eleanor S.	10 00	Thomson, Mrs. A. C.	5 00
Pecker, Miss Annie J.	10 00	Thorndike, Mrs. Alden A.	5 00
Peckerman, Mrs. E. R.	5 00	Tileston, Mrs. John B.	5 00
Pickert, Mrs. Lehman	2 00	Tuckerman, Mrs. Charles S.	5 00
Pickman, Mrs. D. L.	25 00	Ward, The Misses	10 00
Pitman, Mrs. B. F.	10 00	Ward, Miss Julia A.	2 00
Prince, Mrs. Morton	5 00	Ware, Miss Mary Lee	25 00
Putnam, Mrs. James J.	5 00	Warshawer, Mrs. Isador	1 00
Reed, Mrs. Arthur	2 00	Watson, Mrs. Thomas A.	10 00
Reed, Mrs. John H.	2 00	Weeks, Mrs. W. B. P.	2 00
Rice, Estate of Mrs. Nannie R.	50 00	Weld, Mrs. A. Winsor	5 00
Robbins, Mrs. Reginald L.	3 00	Weld, Mrs. Samuel M.	5 00
Robbins, Mrs. Royal	10 00	White, Miss Eliza Orne	25 00
Roeth, Mrs. A. G.	1 00	White, Mrs. Joseph H.	2 00
Rogers, Miss Susan S.	5 00	White, Mrs. Norman H.	2 00
Rosenbaum, Mrs. Henry	2 00	Willcomb, Mrs. George	10 00
Rosenberg, Mrs. Alexis	1 00	Williams, The Misses	15 00
Rowlett, Mrs. Thomas S.	2 00	Williams, Miss Adelia C.	100 00
Sears, Mr. Herbert M.	25 00	Williams, Mrs. Arthur	1 00
Sears, Mrs. Knyvet W.	30 00	Williams, Mrs. Jeremiah	2 00
Shepard, Mrs. Thomas H.	5 00	Willson, Miss Lucy B.	5 00
Sherwin, Mrs. Thomas	3 00	Wingersky, Mrs. Harris	1 00
Sias, Mrs. Charles D.	5 00	Withington, Miss Anna S.	1 00
Simpkins, Miss Mary W.	5 00	Wolcott, Mrs. Roger, for 1923	5 00
Stackpole, Miss Roxana	5 00	Young, Mrs. Benjamin L.	10 00
Stearns, Mr. and Mrs. C. H.	10 00		
<i>Amount carried forward</i>	\$1,097 50		\$1,381 50

DONATIONS.

	\$2 00	<i>Amount brought forward</i>	\$194 00
Abbott, Miss Georgianna E.			
Adams, Mrs. Charles H.	5 00	Cotton, Miss Elizabeth A.	200 00
Adams, Mr. George	2 00	Cutler, Mrs. C. F.	10 00
Alden, Mrs. Charles H.	5 00	Derby, Mrs. Hasket	5 00
Allen, Mrs. Thomas	5 00	Edgar, Mrs. Charles L.	10 00
Bailey, Mrs. Hollis R.	5 00	Edwards, Miss Hannah M.	25 00
Bartol, Mrs. John W.	10 00	Endicott, Mrs. Wm. C.	5 00
Batcheller, Mr. Robert	10 00	Etter, Mr. John J.	2 00
Batt, Mrs. C. R.	2 00	Evans, Mrs. Glendower	5 00
Baylies, Mrs. Walter Cabot	10 00	F.	25 00
Betton, Mrs. C. G.	2 00	Ferrin, Mrs. F. M.	10 00
Bicknell, Mrs. Wm. J.	2 00	Fisher, Mr. Oliver M.	10 00
Bigelow, Mrs. Henry M.	3 00	Frothingham, Mrs. Louis A.	50 00
Blake, Mrs. Arthur W.	5 00	Gage, Mrs. Homer	25 00
Blake, Mrs. Francis	25 00	Grandin, Mrs. J. L.	15 00
Bowditch, Dr. Vincent Y.	2 00	Greenough, Mrs. C. P.	5 00
Bradt, Mrs. Julia B.	5 00	Guild, Mrs. S. Eliot	5 00
Browning, Mrs. Charles A.	5 00	Harris, Miss Frances K.	5 00
Bullard, Mr. Alfred M.	5 00	Hatch, Mrs. Fred W.	5 00
Bullens, Miss Charlotte L.	2 00	Heath, Mr. John A.	10 00
Bunker, Mr. Alfred	1 00	Hersey, Mrs. A. H.	1 00
Burnham, Mrs. H. D.	5 00	Houghton, Miss Elizabeth G.	10 00
C.	10 00	Hoyle, Mrs. C. C.	10 00
Carpenter, Mrs. George A.	5 00	Hubbard, Mrs. Eliot	10 00
Carr, Mrs. Samuel Carr	10 00	Hunnewell, Mrs. Arthur	25 00
Carter, Mrs. John W.	10 00	Hutchins, Mrs. C. F.	5 00
Chapin, Mrs. Mary E. T.	5 00	Hyneman, Mrs. Louis	2 00
Clark, Mrs. Robert Farley	5 00	Iasigi, Mrs. Oscar	10 00
Codman, Miss Martha C.	5 00	In memory of Mrs. Harriet L.	
Conant, Mr. Edward D.	10 00	Thayer, through Mrs. Hannah	
Coolidge, Mrs. Francis L.	3 00	T. Brown	5 00
Coolidge, Mrs. Penelope F.	3 00	Johnson, Mr. Arthur S.	10 00
Cotting, Mrs. Charles E.	10 00		

Amount carried forward . . . \$194 00 *Amount carried forward* . . . \$709 00

<i>Amount brought forward</i>	\$709 00	<i>Amount brought forward</i>	\$1,059 00
Johnson, Mr. Edward C.	25 00	Sears, Mrs. Richard D.	20 00
Jolliffe, Mrs. Thomas H.	5 00	Shepard, Mrs. Willis S.	25 00
Joy, Mrs. Charles H.	10 00	Slattery, Mrs. Wm.	2 00
Kimball, The Misses	25 00	Spalding, Miss Dora N.	10 00
Koshland, Mrs. Joseph	10 00	St. John, Mrs. C. Henry, in mem-	
Lawrence, Mrs. John	25 00	ory of her mother, Mrs. Isaac	
"E. L."	10 00	H. Russell	5 00
Lee, Mrs. George	5 00	Stackpole, Mrs. F. D.	10 00
Leland, Mrs. Leslie F.	1 00	Stearns, Mr. Wm. B.	2 00
Little, Mrs. David M.	25 00	Stone, Mrs. Philip S.	2 00
Lothrop, Mrs. W. S. H.	5 00	Storrow, Mrs. James J.	10 00
Lovett, Mr. A. S.	5 00	Strauss, Mrs. Ferdinand	15 00
Lowell, Mrs. Charles	5 00	Strauss, Mrs. Louis	5 00
Lyman, Mrs. George H.	10 00	Swann, Mrs. John	10 00
Manning, Miss Abbie F.	5 00	Talbot, Mrs. Thomas Palmer	1 00
McKee, Mrs. Wm. L.	5 00	Thayer, Mrs. Ezra Ripley	10 00
Merriam, Mrs. Frank	10 00	Thayer, Mrs. Wm. G.	10 00
Morse, Dr. Henry Lee	5 00	Thing, Mrs. Annie B.	10 00
Nichols, Mr. Seth	5 00	Thorndike, Mrs. Augustus	5 00
Norcross, Mrs. Otis	10 00	Traiser, Mrs. Richard E.	2 00
North, Mrs. F. O.	5 00	Tucker, Mrs. J. Alfred	5 00
Peabody, Mr. Harold	10 00	Vickery, Mrs. Herman F.	50 00
Pierce, Mrs. Silas	2 00	Vose, Mrs. Charles	5 00
Perry, Mrs. C. F.	3 00	Wadsworth, Mrs. W. Austin	10 00
Praelzer, Mrs. F. T.	10 00	Walker, Mrs. W. H.	10 00
Pratt, Mrs. Elliott W.	5 00	Ward, Miss Julia A.	3 00
Prince, Mrs. Morton	10 00	Warner, Mrs. F. H.	10 00
Punchard, Miss A. L.	5 00	Webster, Mrs. F. G.	25 00
Rice, Mrs. N. W.	25 00	Wheelwright, Miss Mary	2 00
Richardson, The Misses, in mem-		Wheelwright, Miss Mary C.	10 00
ory of M. A. E. and C. P. P.	1 00	Whitney, Mr. Edward F.	10 00
Richardson, Mrs. Frederick	5 00	Whitwell, Mrs. F. A.	5 00
Richardson, Mrs. John	3 00	Williams, The Misses	10 00
Riley, Mr. Charles E.	25 00	Williams, Mrs. C. A.	5 00
Rodman, Miss Emma	10 00	Williams, Mrs. T. B.	10 00
Rosenbaum, Mrs. Louis	5 00	Willson, Miss Lucy B.	5 00
Ross, Mrs. Waldo O.	5 00	Winsor, Mrs. Ernest	2 00
Rust, Mrs. Wm. A.	5 00	Wyman, Mrs. Alfred E.	15 00
Sanger, Mr. Sabin P.	10 00	Zerrahn, Mrs. Franz E.	5 00

Amount carried forward \$1,059 00

81,410 00

CAMBRIDGE BRANCH.

	<i>Amount brought forward</i>	\$63 00
Agassiz, Mr. Max., donation	\$10 00	
Ames, Mrs. James B., donation	10 00	
Boggas, Mrs. Edwin P.	2 00	Longfellow, Miss Alice M., dona-
Emery, Miss Octavia B.	5 00	tion
Farlow, Mrs. Wm. G., donation	5 00	Neal, Mrs. W. H.
Francke, Mrs. Kuno	3 00	Richards, Miss L. B.
Frothingham, Miss Sarah E.	2 00	Roberts, Mrs. Coolidge S., dona-
Goodale, Mrs. George L.	1 00	tion
Greenough, Mrs. J. B.	2 00	Thorp, Mrs. J. G.
Horsford, Miss Katharine M.,		Toppan, Mrs. Robert N.
donation	5 00	Wesselhoeft, Mrs. Walter
Howard, Mrs. Albert A.	5 00	Whittemore, Mrs. F. W.
Kennedy, Mrs. F. L.	3 00	Woodman, Mrs. Mary, donation
Kettell, Mrs. Charles W.	10 00	Woodman, Mrs. Walter

Amount carried forward \$63 00

\$130 00

DORCHESTER BRANCH.

Bennett, Miss M. M.	\$1 00	Amount brought forward	\$23 00
Callender, Miss Caroline S.	2 00		
Churchill, Judge J. R.	1 00	Reed, Mrs. George M.	1 00
Churchill, Mrs. J. R.	1 00	Sayward, Mrs. W. H.	3 00
Cushing, Miss Susan T.	2 00	Sharp, Mr. Everett H., for 1923	5 00
Eliot, Mrs. C. R.	2 00	Stearns, Mrs. Albert H.	1 00
Hall, Mrs. Henry	1 00	Stearns, Mr. A. Maynard	1 00
Haven, Mrs. Katharine Stearns	1 00	Stearns, Mr. A. T., 2d	1 00
Humphreys, Mrs. Richard C.	2 00	Stearns, Henry D., in memory of	1 00
Jordan, Miss Ruth A.	2 00	Whiton, Mrs. Royal, donation	1 00
Nash, Mrs. Edward W.	1 00	Willard, Mrs. L. P.	1 00
Nash, Mrs. Frank K.	5 00	Woodberry, Miss Mary	1 00
Preston, Miss Myra C.	2 00		
<i>Amount carried forward</i>	\$23 00		

LYNN BRANCH.

Caldwell, Mrs. Ellen F.	\$1 00	Amount brought forward	\$13 00
Chase, Mrs. Philip A., donation	5 00		
Earp, Miss Emily A.	2 00	Sheldon, Mrs. Chauncey C.	5 00
Elmer, Mr. and Mrs. V. J.	5 00	Smith, Mrs. Joseph N., donation	10 00
<i>Amount carried forward</i>	\$13 00	Tapley, Mr. Henry F., donation	5 00

MILTON BRANCH.

Brewer, Miss Eliza, donation	\$5 00	Amount brought forward	\$27 00
Jaques, Miss Helen L.	10 00		
Klous, Mrs. Henry D., donation	2 00	Rivers, Mrs. George R. R.	5 00
Pierce, Mr. Vassar, donation	10 00	Ware, Mrs. Arthur L., donation	5 00
<i>Amount carried forward</i>	\$27 00		

All contributors to the fund are respectfully requested to peruse the above list, and to report either to ALBERT THORNDIKE, Treasurer, No. 19 Congress Street, Boston, or to the Director, EDWARD E. ALLEN, Watertown, any omissions or inaccuracies which they may find in it.

ALBERT THORNDIKE,
Treasurer.

No. 19 CONGRESS STREET, BOSTON.

FORM OF BEQUEST.

I hereby give, devise and bequeath to the PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND, a corporation duly organized and existing under the laws of the Commonwealth of Massachusetts, the sum of dollars (\$), the same to be applied to the general uses and purposes of said corporation under the direction of its Board of Trustees; and I do hereby direct that the receipt of the Treasurer for the time being of said corporation shall be a sufficient discharge to my executors for the same.

.....

FORM OF DEVISE OF REAL ESTATE.

I give, devise and bequeath to the PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND, a corporation duly organized and existing under the laws of the Commonwealth of Massachusetts, that certain tract of real estate bounded and described as follows: —

(Here describe the real estate accurately)

with full power to sell, mortgage and convey the same free of all trusts.

.....

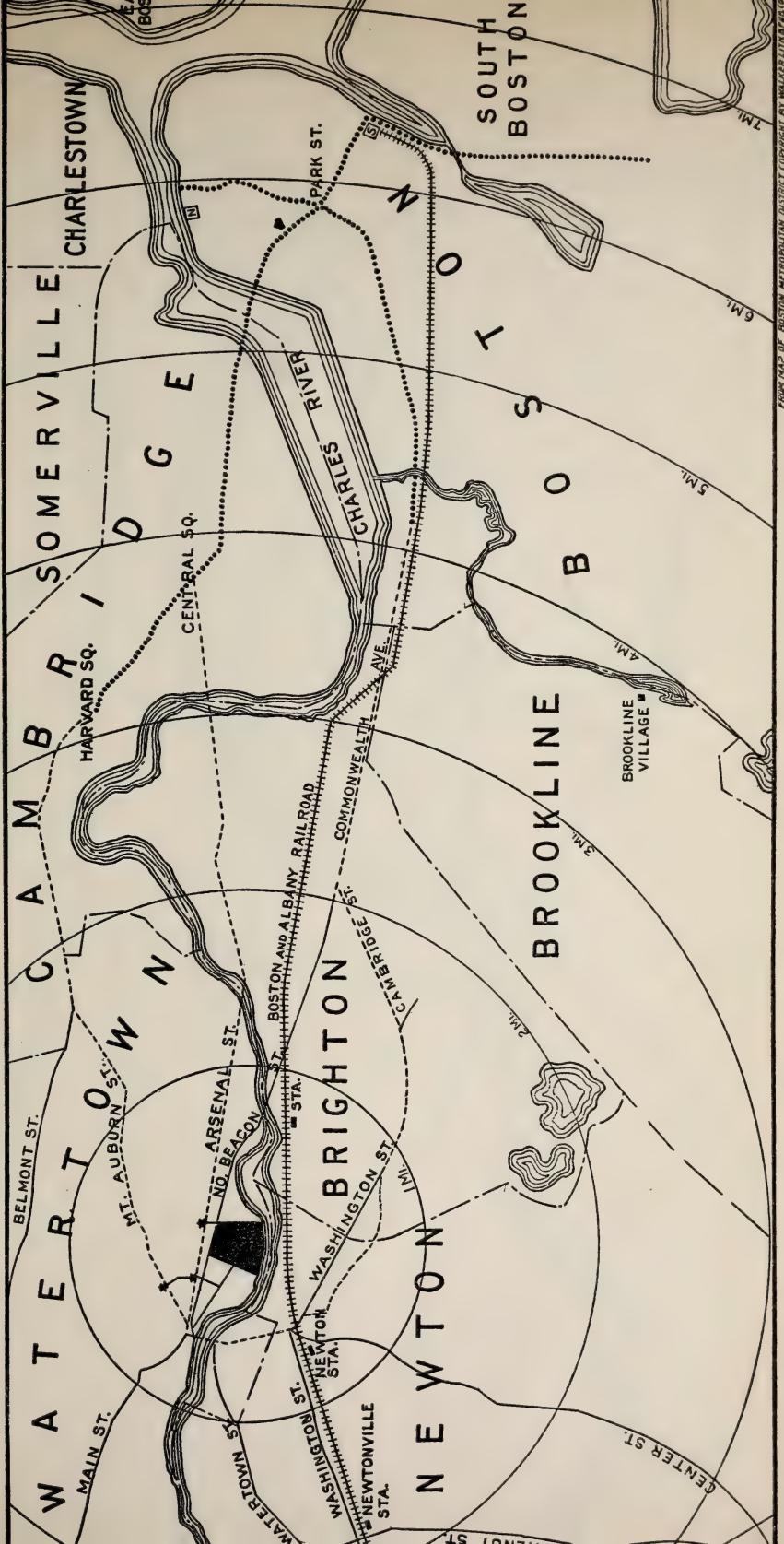
NOTICE.

The address of the treasurer of the corporation is as follows:

**ALBERT THORNDIKE,
No. 19 Congress Street,
Boston.**

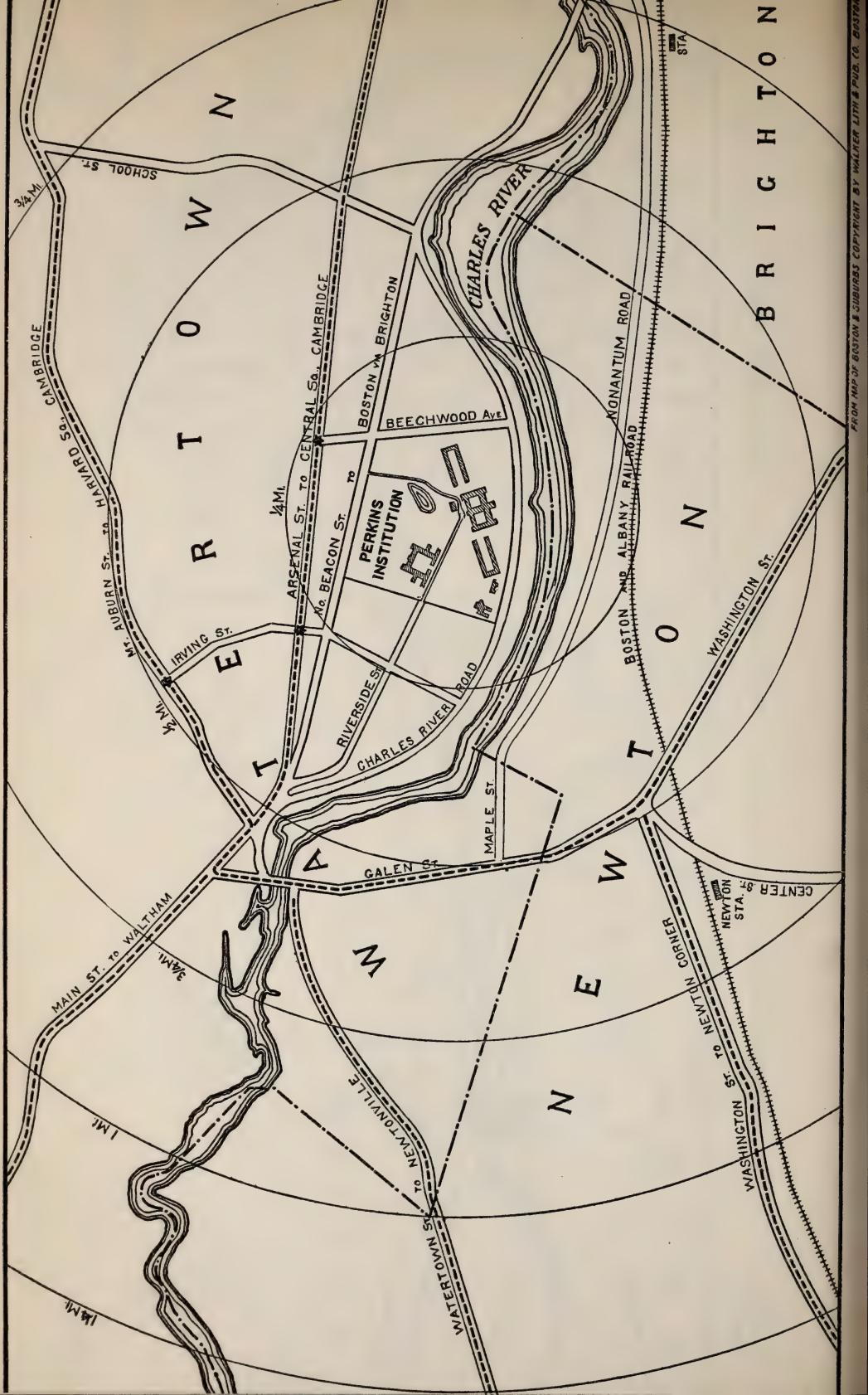
HOW TO REACH PERKINS INSTITUTION FOR THE BLIND, WATERTOWN, MASS.

CAR STOPS.
CAR LINES
SUBWAYS,



ENVIRONMENT OF PERKINS INSTITUTION FOR THE BLIND, WATERTOWN, MASS.

★ CAR STOPS.
----- CAR LINES.





The Upper School Choir in December, 1925.
Mr. Gardiner, Director; Mr. Hartwell, Accompanist.

Perkins Institution,
Watertown, Mass.

Perkins Institution
And Massachusetts School
For the Blind



*NINETY-FOURTH ANNUAL REPORT
OF THE TRUSTEES*

1925



BOSTON 1926
WRIGHT & POTTER PRINTING CO.

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1925-1926.

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ALBERT THORNDIKE, *Treasurer.*
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--	---

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Monthly Visiting Committee,

whose duty it is to visit and inspect the Institution at least once in each month.

1926.

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February . . .	MISS MARIA PURDON.
March . . .	ROBERT H. HALLOWELL.
April . . .	PAUL R. FROTHINGHAM.
May . . .	JAMES A. LOWELL.
June . . .	GEORGE P. O'CONOR.

1926.

July . . .	PAUL E. FITZPATRICK.
August . . .	MRS. GEORGE T. PUTNAM.
September . . .	G. PEABODY GARDNER, JR.
October . . .	WILLIAM L. RICHARDSON.
November . . .	LEVERETT SALTONSTALL.
December . . .	WILLIAM ENDICOTT.

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Woleott, Roger, Boston.
Wright, Burton H., Worcester.
Wright, George S., Watertown.
Young, Mrs. Benjamin L., Boston.
Young, B. Loring, Weston.

SYNOPSIS OF THE PROCEEDINGS OF THE ANNUAL MEETING OF THE CORPORATION.

WATERTOWN, November 4, 1925.

The annual meeting of the corporation, duly summoned, was held to-day at the institution, and was called to order by the president, Hon. Francis Henry Appleton, at 3 p.m.

The proceedings of the last meeting were read and approved.

The annual report of the trustees was accepted and ordered to be printed, together with the usual accompanying documents.

The report of the treasurer was accepted and ordered on file.

Voted, That acts and expenditures, made and authorized by the Board of Trustees, or by any committee appointed by said Board of Trustees, during the corporate year closed this day, be and are hereby ratified and confirmed.

The corporation then proceeded to ballot for officers for the ensuing year, and the following persons were unanimously elected:—

President. — Hon. Francis Henry Appleton.

Vice-President. — William L. Richardson.

Treasurer. — Albert Thorndike.

Secretary. — Edward E. Allen.

Trustees. — Francis Henry Appleton, William Endicott, Paul E. Fitzpatrick, G. Peabody Gardner, Jr., Robert H. Hallowell, James A. Lowell, Mrs. George T. Putnam, and Leverett Saltonstall.

The following persons were unanimously elected members of the corporation: Chandler Bullock, John T. Burnett, Mrs. Helen M. Craig, Louis Curtis, Jr., Richard C. Curtis, Mrs. Louis A. Frothingham, Francis C. Gray, Rev. William A. Lawrence, James H. Lowell and Henry Parkman, Jr.

The meeting then adjourned.

EDWARD E. ALLEN,
Secretary.

REPORT OF THE TRUSTEES.

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND,
WATERTOWN, November 4, 1925.

LADIES AND GENTLEMEN:— This year we have supplied the last item toward the completion of our institution plant, which we set about doing six years ago,— a cottage for the steward, a house for his married men, a large garage, a barrier fence about the whole property of thirty-four acres, and now a private dwelling for the principal teacher of the boys' upper school.

The plan of holding on to the experienced young men of our staff by attaching them to the soil is one which would have been of mutual advantage long ago, had we been able to carry it out. Men teachers have usually left us when about to marry. Teaching blind children is an art taking time to acquire,— often the greater part of the first year; therefore, frequent changes in personnel mean educational waste. Fortunately for the continued excellence of our school results, most of our present staff of fifty men and women instructors have remained with us many years.

Our source for new teachers is still the general supply. There has never been in this country any organized effort for the special preparation of teachers of the blind. The assumption has been that any successful instructor can teach blind children. We do not accept that proposition. Because we do not we have been fostering vocational classes in the Education of the Blind and have now started a course in special method. Our Director has conducted the former for four years as an extension opportunity under the auspices

of the School of Education of Harvard University. It has now been made a regular course, is listed in the catalog of that school as N1, under Special Phases and Fields of Education; and Mr. Allen has been officially appointed its lecturer. This recognition of our particular field of teaching as deserving of place in a university school of education is big with meaning and, we trust, with promise also. Of the 51 certificated students of it while it was an extension course 42 are engaged in teaching or serving the blind or pupils having low vision. Sixteen of these are at Perkins, 9 are in similar schools in this country or in Porto Rico, Hawaii and Japan; 1 is in Java where she expects to start a private school for the blind; 1 simply awaits the opening of the school for the colored blind in West Virginia, whence she was officially sent to Watertown for training; 4 are teachers of sight-saving classes in Massachusetts and California; 5 have been engaged as home teachers to the adult blind in Massachusetts, Kansas, Connecticut and Virginia.

A paper on the significance of teacher preparation for our schools, which was read by Mr. Allen last June at the Hudson, Ohio, convention of the American Association of Workers for the Blind, received the enthusiastic endorsement of that body. The two points stressed were, — first: that, since every profession is made a profession by requiring distinct preparation from those about to practise it, so teaching the blind must demand for itself special training or else consent to forego educational recognition, — surely nobody will thrust this upon us; and second: that without educational recognition schools for the blind will go on retaining the charitable status they have never yet been able to shake off. For after all *the measure of any project is its standing in public estimation.*

Blindness does not necessarily weaken its subjects; and those whom it strengthens are hurt and humiliated by classi-

fication with weaklings. A goodly proportion of the pupils of our schools for the blind graduate each year into active and independent citizenship. It has always been so.

Since the World War they have invaded fields previously closed to them,—office typing, factory assembling, etc. Since 1900, when organized work for the adult blind began to spread in this country,—chiefly under the initiative of those private agencies, the New York and the Massachusetts associations for the blind, and the Pennsylvania and our own schools,—more and more of the service-minded graduates and ex-pupils of all our schools for the blind have been drafted into work in behalf of their younger or less fortunate fellows in blindness,—such as teachers of school children, home teachers to the adult, field officers, placement and follow-up agents, foremen in special shops, accredited sales agents, dictaphone typists for commissions, and the like. Seventy-six of our own ex-pupils are now so engaged in different parts of the country, its territorial possessions, and in Greece and China. And in some of these positions their blindness is a real asset, enabling them to reach results which are less readily obtainable by those who see. At the convention already mentioned many such blind people took a prominent part both as officers and speakers. Among these Perkins graduates were noticeably frequent.

Miss Helen Keller and her teacher, Mrs. Macy, were there, having been brought on to Ohio from California to address the Lions International which was to meet in convention the following week near Cleveland. This service club of about 50,000 members voted last year to adopt as one of its major activities service to blind children. It is now seeking the kind of light that will prove mutually illuminating. Here is a rare opportunity which all friends of blind people should embrace. Perkins is doing it. Its Director has already addressed three Lions Clubs, written for their magazine, been

put on a committee, joined the Boston club and had this club come out to Watertown for a special demonstration of pupils' activities, bringing with it the visiting Lions International President himself. He is laboring to make these and others begin to realize that the greatest boon to blind people is not gifts of money but gifts of friendship, not vicarious assistance but personal service. This idea, when carried out as in the saying, "The gift without the giver is bare," makes practical the spirit of him who would be neighbor to a blind person, or big brother or big sister. If only those of our fellow citizens who are oppressed by blindness could come to feel the warmth of such sympathy, the unnecessary tragedy of their lives might be turned to happiness. A French savant who is blind declares that the cross of being blind is not the being deprived of one sense but rather the never-ending consciousness of existing in a world made by the seeing and for the seeing.

Believing as we do that living demonstrations of blind pupils at work and play are among the best means for replacing wrong notions with right impressions, we still conduct them whenever any large group of earnest students visits the institution. And more and more of such groups come nowadays. We invite and urge them to come. Our Perkins people understand the importance of the personally conducted visits we provide and enter heartily into them. They know well enough that even the intelligent public regards the blind as a class apart, at best wonders or weaklings, and they are eager to make any reasonable sacrifice of time and effort that will benefit the cause of all the blind.

A substitute for seeing the actual thing and next best to it is seeing it in the moving picture. In two reels the activities of the little world of Perkins, astounding as they are to those who see them for the first time, may now be portrayed at gatherings away from the institution. This means of visual

education should become powerful and corrective propaganda in behalf of our people.

Indeed, favored institutions like ours have a duty beyond themselves and their immediate pupils. As our particular equipment happens to be exceptional, we not only throw this open for use by all under proper conditions but even get many to come and share our blessings — provided always that such sharing promises to redound to the benefit of the blind. This we do mainly through our several extension departments, — such as the making and distributing of embossed books and music and special appliances; the collecting and putting to use of a special reference library and historical museum of *blindiana*; the fostering of vocational courses for student teachers of the blind, both by conducting them and by awarding such scholarships as we have to exceptional students of the subject, irrespective of the condition of their eyesight.

Our pioneer course in special method corresponds to normal training for teachers in our field. This we can now offer because of the voluntary retirement of Miss Jessica Langworthy from the boys' principalship which she has been carrying on since her predecessor, Mr. Molter, went into war service. Miss Langworthy can teach almost any subject — can even so interest her boys in Latin that half of them will elect it a second year. For the summers of 1921 and 1922 she taught the special method of our subject at the George Peabody College for Teachers, Nashville, Tennessee. As we write nine young women are taking the new course under her. We believe it will mark an epoch in the history of the education of the blind.

Of these nine chosen student teachers all but one come from outside Massachusetts. The income of our Fisher and Prescott funds will defray the cost expenses of two while living at the institution. The rest meet part of their ex-

penses through tuition payment or contributory work of some kind. This is right; but of needed work which they can do there is not enough to go around. We sadly lack income for enough scholarships and part scholarships. Our appeal for such brought in last season a principal of \$3,149 for which we thank the donors in behalf of the yearly beneficiary. We believe there is no worthier field for fostering education than through helping us both to train teachers in the special method required by the blind and to give them that acquaintance with the problems of blindness, which constitutes background.

An Armenian scholar of ours from Smyrna is at present teaching refugee blind children in Athens, Greece, and three Spanish young women, recently scholars here, are teaching blind children in Porto Rico. What a fine thing it will be when we can invite select teachers from every country of Pan America to spend a year of special vocational training at Watertown!

Passing now to the usual and the casual events and achievements of our school year, we are glad to report that the uncommonly fine spirit with which all hands returned to Perkins after the summer vacation following our convention lasted throughout the ten months of school.

Our fall intercottage field sports were enthusiastically contested; our twelve family hallowe'en affairs were diversified and weird, as they always are; our Founder's and Howe Memorial days were eloquently celebrated; our intellectual participation in the total eclipse of the sun, our many parties, the formal receptions of the Domestic Science household, our Shakespeare play, our public exhibition in the city, our annual concert, our participation in a Dickens Fellowship meeting in Boston and in Boston's music week, which brought in many tributes to Mr. Gardiner who had trained the chorus singing,

our swimming matches, the prize waltz, alumnae day, our closing exercises, when ten pupils received their diplomas and four their vocational certificates, — all these passed off notably well. But most friends of the school, in it or out of it, look forward — also backward — to the Perkins Christmas season as the most moving of our year. From Thanksgiving on, new carols are learned and old ones rehearsed; for ten days preceding the holidays anyone may listen to the daily caroling of the tower bells, rung by some boy under Mr. Gardiner's tuition. In the persons of our pupils we sing carols for ourselves before and after hearing the Christ stories at morning prayers, and then we sing them in the great hall to our many guests, usually on two occasions, — both choirs participating, that of the upper school of about ninety voices, that of the lower of about one hundred, — singing sometimes each by itself, sometimes antiphonally. Finally we repeat this Christmas music for those parents and home friends of the pupils who come to fetch their children away for the holidays. School closes then with everybody humming carols; the season has been veritably filled with music and the Christmas spirit.

The desire for a radio has been not only spur but safety valve to many a boy. Our Mr. Mabey declares that this desire has recently motivated the manual training work of all his boys; that three of them made crystal sets and nine, tube sets this year, while one even completed two stages of amplification. These did the woodwork part in class and assembled in free time their "hook-ups" which they bought with money earned in reseating chairs in free time. Of course a boy knew that under given conditions he might install in his room the set he had made. Under Mr. Gibson, our instructor in physics, seven senior girls made for themselves four workable receiving units, which were taken home.

In the spring we were all saddened by the death of two of

our long-time valued people: — Miss L. Henrietta Stratton had been the beloved teacher, leader and friend of her kindergarten boys for thirty-two years, and Miss Laura M. Sawyer, the institution librarian since 1898. Their funerals were held in our large hall, pupils acting as honorary pall bearers, — the same room where in the fall preceding all the pupils had excitedly attended a real wedding. Miss Stratton was never happy away from Anagnos Cottage and, indeed, made it her residuary legatee. She died there, quite in harness, as it were. Miss Sawyer's loss to the upper school and its extension departments is almost irreparable. She knew how to serve everybody there. Our special reference library in particular was built up under her and in a very true sense by her. We published two finding lists of books in English of this growing collection, one in 1907, the other in 1916. Both were prepared by her; and she was about to arrange a third volume, so bringing this part of the nearly 5,000 pieces down to date. The past students of our Harvard classes on the Education of the Blind, who had reason to be grateful to her, have started a movement to place a commemorative tablet on the library door, — a movement from which many others, teachers and pupils alike, decline to be left out.

Printed books and pamphlets to the number of 87 have been added this year to the special reference library, embossed books to the number of 968 to the circulating library, bringing the grand total in the latter to 19,970 volumes. From these the pupils borrowed for their voluntary reading 4,568, and for classroom use 2,361; the adult blind throughout New England borrowed for home reading 9,731. The whole number of finger readers whom the library served this year is 1,198.

The Howe Memorial Press has done its customary routine work in embossed book, music and special appliance making and in their distribution. A list on page 36 of this pamphlet

shows to what proportions our output has grown. In fact, we should much prefer to manufacture less and experiment more; and here and now suggest that intending purchasers apply elsewhere for such appliances as they can get well and accurately made. This department has carried on for the general cause a good deal of experimentation in behalf of better or more economical means and methods of producing and reproducing braille or of making appliances, — new developments being a tangible thermometer and a crossword puzzle board usable by anyone acquainted with braille. One person's time is needed to fill the multitudinous small orders for all these things.

Mr. Bryan, manager of this department, went to Europe in the fall of 1924 as a member of a committee of three sent by the American Foundation for the Blind to investigate foreign presses for embossing books. Being absent two months, he visited the principal presses of England, Scotland, France, Germany and Austria, also many of their institutions, schools and other agencies in behalf of the blind. The trip in itself was a splendid experience for him and for Mrs. Bryan who went also. He has labored in the cause of blind people for the past thirty-one years, both in Philadelphia and Boston, and is an expert in book and appliance making, being the creator of much that is best in our present means of production.

Mr. Bryan is also manager of the Perkins workshop department, having been so since 1908. During all these years, like his predecessor, Mr. Howard, he has conducted a contented shop of twenty blind workers, whose business now amounts to about \$48,000 a year; and, again like Mr. Howard, he has not let the shop become a financial burden either to the Perkins Institution or to the community. Its staple industry is mattress making.

For ten consecutive summers, or beginning in 1916, Miss

Alice M. Lane, a teacher in the Perkins kindergarten, has carried on a twelve weeks' camp for from ten to twelve of our small girls. It has been her own enterprise and naturally a labor of love. So 55 different girls have passed one or more healthful summers on the shores of a pond in a Massachusetts country town. The life has been that of a little Perkins family where everybody contributes her share of the daily housework. The spirit could not but be wholesome and beautiful.

We still contract to keep in tune and repair the pianos of the Boston public schools; we have done so since 1877. The work is directed by Mr. Fowler, graduate and manager of our department of piano tuning. Under him two former pupils, properly certificated, are employed on salary. One of these, Frank Washington, resigned last term. He had dignified the position of Perkins tuner in this community for the past twenty-two years.

The institution grounds grow more beautiful every season. They are exceedingly well kept up. The steward and his men not only do this but carry on a fine large kitchen garden, growing such bountiful crops of vegetables that the whole Perkins community of 400 can have all they want of them from September to June. We produce also considerable quantities of fruit and eggs.

On October 1 of the current year, 1925, the number of blind persons registered at the Perkins Institution was 307, or three less than on the same date of the previous year. This number includes 78 boys and 85 girls in the upper school, 52 boys and 55 girls in the lower school, 14 teachers and officers and 23 adults in the workshop at South Boston. There have been 43 admitted and 46 discharged during the year.

Causes of Blindness of Pupils admitted during the School Year 1924-25. — Ophthalmia neonatorum, 8; Accident, 1;

Optic atrophy, 9; Congenital defects, 5; Congenital cataracts, 4; Phlyctenular keratitis, 1; Interstitial keratitis, 1; Retrobulbar neuritis, 1; Chorio-retinitis, 1; Detachment of the retina, 2; Retinitis pigmentosa, 1; Metastatic cyclitis, 1; Buphthalmos, 1; Glaucoma, 1; Spinal meningitis, 1; Changes in lenses, 1; Corneal opacities, 1; Malignant myopia, 1; Infection following influenza, 1; Unknown, 1.

DEATH OF MEMBERS OF THE CORPORATION.

EDMUND DANA BARBOUR; Hon. AUGUSTUS O. BOURN; CHARLES BRIGHAM; Mrs. SUSAN GREENE, widow of F. GORDON DEXTER; Miss CAROLINE O. JENKS; Hon. HENRY CABOT LODGE; Miss AMY LOWELL; Mrs. GEORGIE L., widow of LEOPOLD MORSE; Mrs. SUSANNAH R., widow of OTIS NORCROSS; CHARLES E. OSGOOD, a member of the Board of Trustees from 1922 to the time of his death in February, 1925; Mrs. EDITH FORBES, widow of CHARLES E. PERKINS; Mrs. ANNA TUCKER, widow of JOHN C. PHILLIPS; Miss ELISE B. RICHARDS.

All which is respectfully submitted by

FRANCIS HENRY APPLETON,
WILLIAM ENDICOTT,
PAUL E. FITZPATRICK,
PAUL REVERE FROTHINGHAM,
G. PEABODY GARDNER, JR.
ROBERT H. HALLOWELL,
JAMES ARNOLD LOWELL,
MARIA PURDON,
OLIVE W. PUTNAM,
WILLIAM L. RICHARDSON,
LEVERETT SALTONSTALL,

Trustees.

NOTES AND TALKS BY TEACHERS, STUDENT-TEACHERS AND PUPILS.

From the WELCOME TO THE ALUMNÆ.

BY THE GIRLS' PRINCIPAL.

When Miss Yeganian, one of the bookkeepers, left, no little excitement stirred the air and no wonder, for she was married here in Dwight Hall, Mr. Allen himself giving her in marriage. Such a lovely, simple wedding it was! A very pretty touch was added to the procession by two of our younger girls, who acted as train bearers and by one, an Armenian, who carried a basket of flowers. They left the stage of singers and the organ behind them and proceeded to the improvised chancel at the rear of the hall. Here great branches of oak leaves against the rich tracery of the screen with a "cloth of gold" background, made a picture long to be remembered. Nor have we forgotten the lovely bride, whose wedding seemed like a big family affair, for, excepting the littlest children, all Perkins was there. The wedding reception was held in the great living room of Oliver Cottage, every member of it being present, of course. The great wedding cake in four stories had been made in our Household Science Cottage.

Several of our red-letter days have come to us through the efforts of others. I am thinking of Mrs. Stover's beautiful talk to the children about Mr. Anagnos, on Founder's Day, and of Miss Perella's reminiscences at that time. I am thinking of Mr. Mabey's successful moving pictures of Perkins life, which were reeled off at Phillips Church Hall here in town recently. In these you Alumnæ have gone down in history on your memorable walk!

You remember that I mentioned last year our interest in Indian life. This has been stimulated by a Miss Barrington, who has been studying tribe after tribe in their homes. She introduced here two full-blooded, educated Seneca Indians in native dress who sang and danced for us, drove painful maladies out of several of our pupils,

taught us a number of signs and a prayer. Afterwards the girls lingered until long after bedtime examining the Indians' handwork and costumes. We wished with Miss Barrington that Carlisle Institute — now used for veterans — might be reopened some day for the Indians.

But I must hurry to speak of a few cottage pleasures. At Christmas time in May Cottage we were delightfully united and happy in packing a box for one of our number away in Rhode Island. Every one bought a useful gift, taking care not to have any duplicates. What fun we had packing and tying the large box together! In Brooks Cottage, Bonny, a large white dog, has afforded no little pleasure and developed in some girls a sense of responsibility. The Fisher Cottage family has come into possession, I believe, of a number of large and choice pictures which add to the appearance of the house. Last week the new O. A. C. Club of Oliver, which is as secretive about the meaning of its letters as the I. S. M. Society, called in a number of former members for the dedicating of a fire screen. On four exceptionally beautiful mornings the girls of Bennett Cottage had their out-of-door May breakfasts and seemed less nervous than usual in doing so.

Do not conclude because I have not taken time to mention them that any of the customary school activities have been dropped. The outdoor and indoor meet, the prize waltz and the swimming contest, the high school and grammar school dances, the May walk, the various exhibitions here and in Jordan Hall (by the way, the Music Concert was unusually successful), the Howe Reading Club meetings — all have taken place as usual. Quite a party of crippled children enjoyed our final rehearsal of the Carols this year. It was good for our pupils to see the difficulties under which these others labored.

We have had many visitors this year. It was almost like old times to see dear Miss Bennett and Mrs. Knowlton again. Miss Hayes and Helen Schultz made a flying visit but stayed long enough for a pleasant social evening at Miss Bartlett's. We have missed Miss Poulsson's visits this year but I heard that she was hoping to be with us today. Mr. Burritt and Mr. Irwin gave us stimulating talks in prayers. Dr. Hayes has continued his psychology talks on such subjects as "Excite-

ment" and "Talking." He has urged us to try to keep personality reports on each individual pupil, so we are beginning with just the seniors this year.

Certainly by this time you cannot make the mistake one of our visitors once did in thinking that we must get in terrible ruts here. Far from it; every week, every day is so different that sometimes I, for my part, long to catch my breath. ELSIE H. SIMONDS.

AMERICAN NEAR EAST RELIEF,
ATHENS, GREECE, July 1st, 1925.

DEAR MR. ALLEN:—I know you will be interested in a brief report of our blind school after two years' progress in Greece since Miss Nouritza Kebabdjian, one of our teachers, is a graduate of your institution.

The services which she has rendered and the development which she has brought about in the reading, writing and handwork of the children under her care are remarkable and have brought forth favorable comments from all of our American visitors who have an opportunity of visiting her class.

We know that a large portion of your work has been made possible by the generous gifts of friends interested in education for the blind. Such friends should share in the real satisfaction of work of one of the graduates of your school, such as is being done under Miss Kebabdjian. She started her class in 1923 with one pupil. Soon a second one joined the class, then it rapidly increased to twenty-two pupils and now she is conducting the education of thirty blind boys and girls, both Armenian and Greek, who all of them have made great progress in English.

It gives me real pleasure to write to you this word of appreciation of the work of one of your former pupils.

Very truly yours,
H. C. JAQUITH,
Managing Director.

INTEREST IN THE ECLIPSE.

Preparations for "viewing" the eclipse and understanding the show which Nature was preparing for us, were informal in the Boys' Department but nevertheless effectual. The coming event furnished conversation at the table and at other odd times for weeks. Articles from the newspapers and magazines were obtained from the library and read in class. Mr. Gibson made some raised diagrams showing the sun as nearly covered by the moon's shadow for the pupils to study, and the path across the country in which the eclipse would be total was told them.

The story of the eclipse aroused interest in things astronomical and some class sessions were spent in trying to give correct ideas of the sun, the solar system and the stars. The pupils are always interested in such descriptions. They should have more of them. Their imaginations can reach the starry universe and they should know more about the wonders of it than they do. I am always impressed by their appetites for such things.

When the morning came, we furnished every boy who had vision enough to see the sun's orb, with a developed photographic film or a smoked glass; and all, whether seeing or not, proceeded to vantage points to witness the spectacle or hear it described. In spite of the fact that the weather was bitterly cold the most of the two hours was spent out of doors. Many pupils could notice the fading light and all were interested to hear about it. One thing that seemed to impress them was the accuracy with which the phenomenon had been calculated. A new respect for the science of mathematics seemed to have been instilled.

Two pupils and Mrs. Lummus were so enthusiastic on the subject that they rose before four o'clock on that bitter morning, took the train to Willimantic with other enthusiasts and had a view of the sun in total eclipse, with its halo,—the corona.

The eclipse is still talked of, the pupils wishing to know what the papers said of it, and what the scientific results are likely to be.

We ought to make our pupils a part of such events, just as far as we can. It means much in their lives.

JESSICA L. LANGWORTHY.

WHAT I LEARNED FROM THE ECLIPSE.

Saturday morning, after some exercises held in the Assembly Hall, in which the eclipse was explained by seniors and freshmen, all of us prepared to witness it either in the schoolhouse or out-of-doors on the gymnasium roof. The eclipse began at eight-four, at which time the moon began to obstruct our view of the sun. We were not in the umbra where the eclipse was total, but instead in the penumbra where at nine-seventeen, only one-hundredth of the sun could be seen. Yet that small shadow gave more light than I had before imagined it would. Some were disappointed that it was no darker.

Still this phenomenon was very wonderful and beautiful. Especially at the time when the eclipse was at its height did it present a picture that will long be remembered by those who saw it. Some who realized this took pictures of the heavens at the time. I think that the knowledge gained in preparing for this event and the experience of witnessing it will prove a source of interest which we have good reason to hope will have a lasting effect.

RUTH COHEN.

OBSERVATION ON THE ECLIPSE.

Last Saturday morning we all gathered on the gymnasium roof at about half past eight to observe the eclipse for which great preparation had been made by those most interested in astronomy. Films were passed around with which to look through at the sun, and many an eye kept a sharp lookout for the shadow which slowly, for so it always seems to those waiting, but surely shut out the sun. It started in the upper right hand side and gradually passed to the lower left where it reached its height at nine-seventeen. We could see the crescent of the sun for the space of two minutes, and then it began to grow lighter. We did not have the good fortune to be in the total shadow. My observation was rather limited, so I hope I heard aright; for I do not wish to give the impression that I have seen more than others.

MARY LEPPANEN.

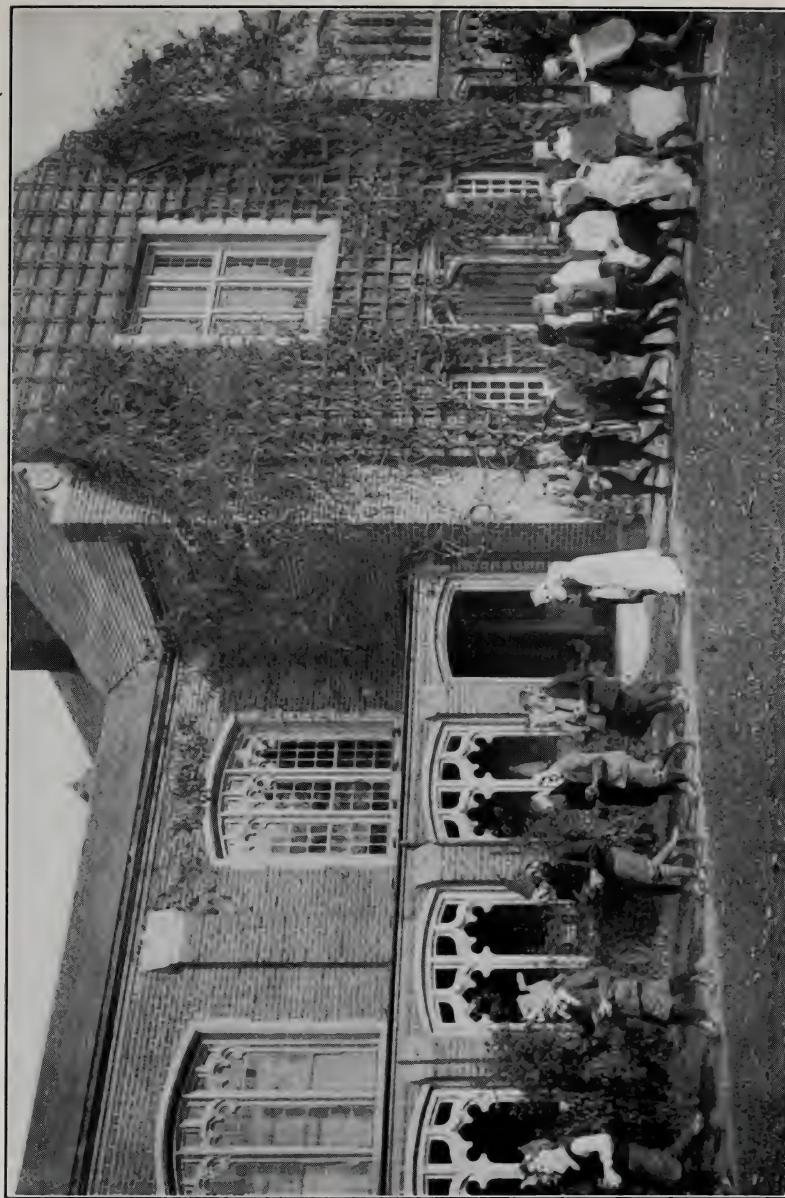


Primary Boys wearing Hallowe'en masks which they themselves made from suggestions of their teacher in manual training. Some of the masks are paper bags; others, paper shells.

Eight boys, who were experienced in plastic work and eager to make something novel and grotesque were given clay and told first to measure their own heads and faces for models, to compare results with the contours on a similar clay relief the teacher was making and then, after shaping their clay, to add such horns, large ears or bulbous noses as they chose. When the moulds had dried the boys wet with paper-hanger's paste strips of newspaper and pasted these in every direction across, leaving, of course, holes for eyes, ears, nostrils and mouth; and they repeated this process in layer after layer until a shell about $\frac{1}{4}$ inch thick had been made. When dry these shells were given coats of shellac and white paint by the two boys having a little sight and finally their red and black lines and spots for clown, demon, faun or rascally effects by the teacher who also trimmed them.

Each boy made his own Jack-o'-lantern from a home-grown pumpkin on which the teachers had marked the outlines for cutting.

Hallowe'en Parade of the Primary Boys, 1925.



Perkins Institution,
Watertown, Mass.

HALLOWE'EN.

It was Hallowe'en and we were going to have a party. At half past seven a hand bell, which was the signal to begin, was rung, and we boys took sheets and put them over us and went into the dining room, where the party was to be, and had to shake hands with the witch. Next we ducked for apples, ate doughnuts from a string, tried to get pennies from a pail of water which was charged with electricity, and played one or two games. Then we had an auction. Each boy had to bring some article that he didn't want, tied up in a bundle, and give it to the auctioneer. We could bid for the packages as he auctioned them off, using peanuts for money. Then we had some cider and other things to eat, and after listening to a ghost story, the party broke up and we went to bed. ROBERT ROSEN BLOOM.

HALLOWE'EN.

The party at Moulton was a very good one. It commenced with an excellent supper. The menu had such delightful dishes as bats' wings, witches' brew, fairies' delight and other unique dishes which were very puzzling to the youngsters. We were then brought before three witches who advised us in a dimly lighted room. The next thing was an apple-eating contest which was conducted by placing an apple on a chair, and every one who tried to eat the delicious fruit placed himself in a kneeling position and folding his hands behind him proceeded to eat the instrument through which our first parents sinned. Next very tempting doughnuts were placed six inches apart hanging above the door and a group of eight young gentlemen looked very undignified, biting at each others' heads or swallowing a whole doughnut in one choking gulp. A cracker race followed. Two teams consisting of six members on a side were organized and each was given a large cracker; each of the two captains began by trying to eat the dry cracker and as soon as he could whistle the next in line started. In the attempts to whistle as his signal, sandstorms sometimes arose. Fortunes were told in various ways, and then a play was given by some of the cottage boys, who wore extravagant costumes. In the hissing of the witches and other ghostly sounds a

Hallowe'en aspect was given to the occasion. The actors in their different costumes of white sheets, black robes, with large curious hats with pictures on them went about their acting like some cast presenting to a more serious audience "The Merchant of Venice."

Cider, nuts, candy, popcorn, cake and doughnuts were distributed, and every one acted as if he had been on short rations for a month. More fortunes were told and after some singing we happily retired, it being nearly half-past ten. We spent a very pleasant evening indeed, and our only regret was that Hallowe'en comes but once a year.

ALBERT PICCOLO.

DEAR MR. ALLEN:—Answering your question—"Why do so many people express rather unusual pleasure in listening to the singing of our chorus?" I would suggest that it may be due wholly or in part to the following causes: First, the programs are conceived not alone for their effect on the audiences who come here but are intended to provide our young singers with a vehicle for musical expression that shall appeal to their imaginations while being within the range of their ability to execute properly.

We are meticulous in the study of the music selected, each piece being memorized and rehearsed phrase by phrase, while the character of the music and text is explained and the pupils urged to give to the music proper atmosphere and style while observing the technical requirements of nuance, rhythm, diction and tonal values.

How well our chorus has succeeded in developing these finer qualities in singing may be judged somewhat, at least, from letters and published criticisms covering our concert in Boston of last May when one critic wrote: "Nor were rhythm and precision the only choral virtues displayed by the Perkins Choir. Yesterday this chorus sang with a tone agreeable to hear and sufficiently varied, and always with apt suggestion of the mood and character of the music," while another writer particularly commended the "quality and volume of tone, the precision in detail, the excellent phrasing and admirable diction." And still another person wrote: "I felt all the afternoon that these young people were not only singing with their voices but with their brains as well."

The ability to differentiate in mood and tonal quality, to sing with imagination while paying heed to the necessary technical requirements constitutes the thing, we believe, that makes our chorus enjoyable to many who attend our concerts. Individually the voices in the choir are very ordinary and all of them are immature, and but for these finer qualities in singing our chorus would have little to commend it.

Perhaps few choirs have a better opportunity for developing and maintaining a good ensemble than Perkins Choir. We sing daily at the morning assembly of the school, music that demands care and skill, while rehearsals occur four afternoons per week. This daily singing is invaluable in the making of a good chorus.

The above are some of the reasons, we believe, why many people find pleasure in attending our concerts. EDWIN L. GARDINER.

THE CHRISTMAS SEASON AT PERKINS.

Christmas has been everywhere in Perkins almost since December began. When I pause to recall just what was the first sign, I think it was our house-mother coming into the dining room with a wreath in her hand — an evergreen wreath decorated with cones.

“Where did that come from?” some one said.

“From Mr. Goss,” was the answer, followed by the question, “And where shall we hang it?”

“On the front door, outside,” we all exclaimed.

So it was hung, with the addition of a red bow.

After that wreaths appeared on the doors of all the girls’ cottages — if not by magic, as quickly and silently as magic.

Since then Christmas has been literally everywhere. In the morning at prayers there has been Christmas music. Several times the little children from the Kindergarten have joined us and contributed their songs. The Bible readings have been of the birth and childhood of Christ. Each afternoon the Christmas music has resounded through the school building; out-of-doors the girls have been humming carols as they walked. In the expression classes, beautiful poems of Christmas have been brought to mind anew, humorous accounts of Santa’s

generous deeds have caused laughter, and original sketches suggested by the season have been presented (like the poetry of olden time) without ever having been written on paper.

On the day of the first carol concert, a rainy Sunday, there was no dampening of the Christmas spirit. The people came just the same. They flocked in, on foot, and by automobile. The driveway was bordered with all kinds of motors. And the hall was filled with enthusiastic folk who loved to hear the Perkins chorus sing.

The following Sunday, the sun was bright, and when afternoon came, people appeared steadily during the hour preceding the concert. The bells sang carols before the children had their turn. By half past three what an audience! Every seat in the hall and wide corridor back of it was filled. Settees under the tower were soon occupied; chairs in the corridor back of the tower were brought for those still coming. Miss Sawyer threw open the doors of the library and placed just inside some armchairs where she and another teacher, looking in a long, straight line toward the stage, heard the music quite well, even from that distance.

But those inside the hall were the fortunate ones. They could see our boys and girls as they quietly found their seats on the stage and rose and sat like one at the tap of the director's baton. They could see plainly and hear to the full the young soloists of cantata and carol-anthem. They could turn about and look at the small children in the gallery when they sang their sweet tribute to the little Lord Jesus. Nothing brings out the smiles, gentleness and love of the crowd quite like those children — some just tall enough to be seen over the railing. Their fresh voices, their unconscious ways delight an audience. The antiphonal singing of the chorus of older ones adds to the effect.

Last Sunday when the audience dispersed, many visited the cottages. The scene in the girls' close (and I imagine in the other close) was one of brightness and cheer. Christmas decorations inside as well as outside made visitors realize vividly that here was a community of happy people. Those who came with the tragedy of blindness uppermost in their minds had to, and wanted to, put it away from them.

There were too many evidences of life's being worthwhile for any one to be in a pitying mood.

These last few days before going home for the holidays are filled with parties and a third concert, given chiefly in order that the parents may hear the carols. The Glee Club went to Newton yesterday to help entertain at a Christmas-tree party for the benefit of fifty small children whose chances of merriment at home were slight. This is the second time our girls have had such an opportunity. They regard it as an occasion of great happiness. Several members of the Club, discussing the party, spoke with such sympathy of these children, that those of us who realized how sad even little children sometimes feel for our sightless boys and girls, smiled to ourselves to think how completely submerged in their minds was the thought of their own misfortunes.

In the evening were house parties — three of them. The preparation for these was a busy time. Just a glimpse here and there told of approaching festivity. Out in the kitchen of one house, teacher and house-mother could be seen preparing a Christmas supper; across the way, an older girl, chairman of the committee, was composing verses to accompany the gifts on the tree. I did not see any sign of the third party until the next morning when "Fluffy Oliver," Persian pet cat, appeared in a red leather collar ornamented like the wreaths with a red bow.

In the fourth cottage of the girls, the usual party was postponed until the New Year, for sorrow had come with the Christmas season to their house-mother and so it seemed fitting to be gay at another time. But in this house we trimmed the fir tree, built a fire on the hearth, and listened to the reading of some choice Christmas stories. When the usual bedtime came, some found gifts under their pillows. Their schoolmates had played Santa Claus. A few girls lingered by the fire until the logs burned to red ashes.

In such ways the thought of Christmas has been with us this month of December.

GENEVIEVE M. HAVEN.

THE CHRISTMAS SEASON AT PERKINS.

Here at Perkins we pupils have a chance to hear and learn beautiful music. I believe that most of us like the Christmas music the best of any.

In Fisher Cottage, where I live when I am not in Bennett, this year's party began with a great supper. Everything was delicious, and the room was most festive looking. After supper we played games for a while. Some young men friends then came out from Boston to help us make merry. What fun we had! They seemed to enjoy it as much as we did. While in the midst of the most exciting game, we heard a great noise at the window and who should appear but Santa himself. He was dressed in red from tip to toe and was all covered over with snow. He wore a large, white beard and had on a sort of turban. He was beautiful.

In Bennett, where our Home-making course is taught, lives a group of four of us girls who run the cottage all by ourselves. We have two teachers as guests. The holiday spirit was rampant there and all week we were doing up parcels. We heard that Santa needed us at Newton Centre to choose gifts, so one day we cut a class and went, coming home laden. Had any one peeped in the night after the Fisher Cottage party, ghost-like figures might have been seen filling six stockings hanging by the hearth. In those stockings we found all that we had ever wished for.

The following day, we repeated our concert of carols. This completed the Christmas music and festivities, after which we all went home, taking with us the Christmas Spirit to share with every one we met.

ANNIE JEFFERSON.

I have been thinking of the different ways in which the Christmas spirit manifests itself under varying conditions, and it seems as if the Perkins children, through their harmonious singing of the beautiful old carols, bring back to us more clearly than could be brought in any other way the vision seen by the shepherds, in the fields with their flocks abiding, on that silent, holy night, of which the world has been singing for nearly two thousand years. Who shall say that

these blind boys and girls may not have been given an even lovelier vision than we have received from them of the scenes connected with the old, old Christmas story?

They are at such times the givers; we, the wondering, grateful receivers.

GRACE M. HILL.

It is a great privilege to enjoy the hospitality of Perkins, to participate in the daily life of the institution and to become acquainted with its teachers, officers, and students. He is especially favored, who is made welcome at this joyous holiday season. The matrons are cordial and endeavor to make the cottage life as much like home as possible. Every night a fire may be built on the hearth, and those who wish enjoy its ruddy warmth.

One of the distinguishing features of the school is its Christmas carols. People come from far and near to hear them, despite the inclemency of the weather. Preparations are begun early in the term, and both teachers and students vie with one another to make the program surpass that of previous years. All of the children, ranging from the kindergarten through the high school take part in the singing, and all eagerly anticipate this great event in their school life. One day I heard a graduate lamenting the fact that this would be her last year to sing the carols. The program would have been incomplete without the little tots from the lower school. Their sweet baby voices, blending so well with those of the older students, reminded one of the angels of old, on that first Christmas night. The solo work was very beautiful, but the full chorus with its beautiful harmonies, surpassed all my expectations.

HELEN McEVoy.

The warm glow and cordial crackle of tonight's fire brings to my memory my first New England Christmas — my beautiful Christmas at Perkins.

Tell you all about it? Ah, my dear, that would take so long that you would be fast asleep ere I had half finished my story, because Christmas, like everything else at Perkins, is very abundant; but since you ask I will tell you a few things about that Christmas. First of

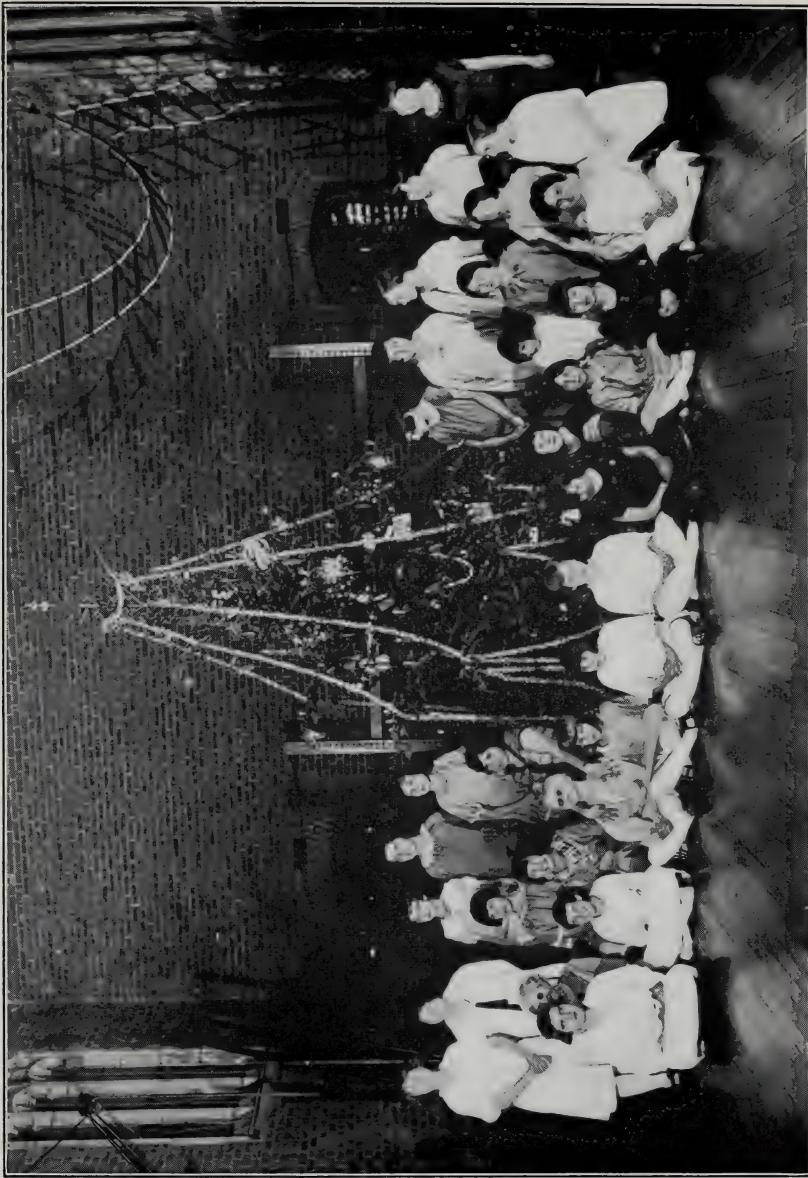
all, Christmas began in November when the choruses started preparations for the two Christmas concerts. From then on, the hearts of all and the very air were overflowing with Christmas love and melody. I wish you could hear the two concerts and the carols that are sung every morning at prayers the last week before the holidays. To call that music wonderful or beautiful will mean very little to you. The best I can do is to say that it made me feel the Christmas spirit. As I heard the "Kiddies" from the kindergarten sing "Everywhere, everywhere, Christmas tonight," my mind created for me an ideal Christmas eve. I saw the gentle little stars smiling down upon the earth wrapped in soft white folds of snow while all about me I felt that sweet and invigorating something we call the spirit of Christmas. I wanted to love our whole wide world.

Yes, of course, we had our parties. Every cottage had a glorious tree with gifts and fun and music. Did we have decorations? Indeed we did! We had everything from roaring fires and gay candles to the bright and friendly holly wreaths and streamers. Perkins assumes that everybody can see the beautiful. I started to tell you about the parties when you interrupted me. We had ten of them in one evening. Oh, no, I didn't go to all of them, and I am sorry, but I was having such a good time at my own house that I forgot that other people were having parties, too. I know that wasn't the thing to do but if you belonged to the Oliver Cottage family I have my doubts about your doing much better than I did.

On another evening, however, I did go to two other parties at the kindergartens and there, too, I found all that belongs to Christmas—love, fun, music, and color. First the little folks "spoke pieces" and sang carols and then followed the fun—and such fun! I almost wished I were a little boy with a horn, a horse, a fire engine or a mouth organ and I certainly would have added my bit of noise to the happy bedlam. It was especially delightful to see the grown-ups' pleasure at the children's joy, but living for others is the Perkins spirit.

On the twentieth nearly everybody, boys, girls, teachers and officers went away for the holidays.

We who stayed had a dull and lonesome time? Far from it! Mr.



Christmas group of the Girls' Primary in 1925, celebrating in the gymnasium of the Lower School.

Perkins Institution,
Watertown, Mass.

Allen says that the Christmas spirit is one thing that you can give away and still have yourself. That is exactly what our friends who went away did. They left us good cheer in the shapes of loving wishes, gifts, cards and promises "to write at least once," and, by the way, not one of these promises was broken. Then, too, we had a fine bunch of folks staying. Yes, we had a glorious time, but I see our fire is almost out and that means that it is getting late, so I shall save that part of my story for some other evening.

SINA V. FLADELAND.

The most beautiful thing about the Christmas carols is the joyousness with which the pupils sing. I believe the majority of the pupils sing because they want to sing, because they feel within themselves the beautiful message they are giving in the words of the carols.

There is something stirring about the singing of those handicapped children, whether in exhibition or in practice, that grips me and compels me to stop and listen if only for a minute.

It is natural for girls to sing, to express their joy of living in song; but where among seeing boys would you find such whole-hearted joyous singing as is to be found among our boys. With such beautiful exhibits as were given here Thursday and Sunday is it to be wondered that the average person considers the blind to be more musical than others?

MRS. GERALD LOGUE.

"Glory to God in the highest and on earth, peace, good will toward men." This famous call of the Christmas angels, with the added three meaningful words hope, love and joy, expresses to me the true spirit of the Christmas season at Perkins.

If any one not living at Perkins were to spend two weeks here preceding the Christmas holidays he would gain impressions that would create in him a desire to return each year for the same inspiration.

Weeks before Christmas the halls ring with echoes of carols that are being rehearsed in the chapel. The custom of giving Christmas concerts for the enjoyment of the public is one of the biggest con-

tributions of Perkins. Even three concerts are hardly sufficient for all the friends who wish to hear the delightful music. In addition to the concerts carols are sung each morning at prayers the week before vacation. To make the music complete the children from the kindergarten join with the others in the carol singing. What could be more conducive than this to instil into each and every heart the Christmas love and joy.

Soon preparations are on the way for parties in the respective cottages. Bright holly wreaths in the windows, the glow of candles and of comfortable fires within and the sound of merry voices assure one that there is a happy family inside. True enough, for the young people are gathered around a brilliant, sparkling tree, giving and receiving gifts, laughing, singing and telling stories.

All this pictures to me the spirit of Christmas at Perkins. For after all the true spirit is not alone that of Christmas giving, but of Christmas living.

GRACE E. MONTY.

RECORD OF APPLIANCES AND GAMES.

ARTICLE.	Made this Year.	Dispensed this Year.	Total Dispensed from Sept. 1, 1907, to Aug. 31, 1925.
Braille slates:			
Pocket slates	850	1,134	8,542
Desk slates	1,021	990	7,034
Card-marking slates	53	8	28
Roller slates	27	3	3
Styli	9,050	5,850	35,621
Braille writers:			
Boston	—	—	63
Perkins, Model A	—	—	106
Perkins, Model B	—	32	100
Caning vises	25	4	4
Checkerboards and men	146	137	2,085
Dominoes, sets	338	114	1,628
Tit-tat-too	—	—	43
Puzzle-peg	102	53	91
Crossword puzzle	24	—	—
Playing cards, packs	68	80	684
Aluminum and fiber pencil writing boards	873	636	7,562
Aluminum braille alphabet plates	321	244	595
Wire signature guides	32	75	196
Pegboards, plain	153	140	527
Pegboards, reversible	143	46	96
Map cushions	4	5	41

FRANK C. BRYAN.

ACKNOWLEDGMENTS.

I. — ACKNOWLEDGMENTS FOR CONCERTS, RECITALS AND OPERA.

To Mr. W. H. BRENNAN, for thirty tickets for the course of symphony concerts in Sanders Theatre, Cambridge.

To Mr. AARON RICHMOND, for a number of tickets for each of a series of vocal, violin and violoncello recitals in Jordan Hall, Boston.

To Mr. RALPH L. FLANDERS, for twenty-four tickets for the opera, "Hänsel und Gretel" at the Boston Opera House.

To Mr. CHARLES A. PLUMER, for a ticket for a violoncello recital by Pablo Casals.

To Miss CRYSTAL WATERS, for sixteen tickets for her vocal recital in Jordan Hall, Boston.

To Miss WINNETTA LAMSON, treasurer, for three season tickets for concerts of the Chromatic Club in the Copley-Plaza Hotel, Boston.

To Mr. JOSEPH BOETJE, for twelve tickets for a pianoforte recital by Miss Kate Friskin in Steinert Hall, Boston.

To Mr. WENDELL LUCE, for ten tickets for a vocal recital by Miss Beatrice Martin in Jordan Hall, Boston.

To Mrs. ANITA DAVIS-CHASE, for two tickets for a recital by Miss Marie Miko娃, pianist, and Arthur Hartmann, violinist; and also for one by Miss Daisy Jean, violoncellist and soprano singer.

To Mr. EARL ENYSART HARPER, executive secretary for the Co-operating Choir Directors of the Boston Civic Music Festival, for two tickets for an ensemble choir concert in Symphony Hall, Boston.

To Miss REINA FALARDEAU, for four tickets for her vocal recital in Jordan Hall, Boston.

To Mr. ABRAHAM HAITOWITSCH, for four tickets for his violin recital in the Copley-Plaza Hotel, Boston.

II. — ACKNOWLEDGMENTS FOR RECITALS AND LECTURES IN OUR HALL.

To Dr. HENRY VAN DYKE and Dr. HAROLD E. B. SPEIGHT, for an informal talk.

To Prof. EDWARD ABNER THOMPSON, for a reading of "Hamlet."

To Mr. HOMER HUMPHREY, for an organ recital.

To Mrs. LUCIA AMES MEAD, for a talk on International Affairs.

To the Rev. ROBERT WALKER, for a talk.

To Dr. TEKYI HSIEH, for a talk, and to Mr. HAROLD W. GARR, for bass solos interspersed.

To Dr. WILLIAM MILLIGAN for a talk on "My meeting with Charles Dickens in 1868."

To Dr. CHARLES SANDERS, for a talk on "Impressions of Paris."

To Mr. WILLIAM STRONG, for a pianoforte recital; and again to Mr. Strong and Mr. HERBERT R. BOARDMAN, for a recital on two pianofortes.

To Dr. SAMUEL P. HAYES, for a talk on "Why we forget."

To Miss BRYAN STURM, pianist, Miss FANNIE LOU REED, contralto singer, and Mr. HOWARD RALYEA, violinist, for a recital.

To Mr. BYRON W. REED, for a talk on Porto Rico.

III. — ACKNOWLEDGMENTS FOR PERIODICALS AND NEWSPAPERS.

Braille Courier (embossed), California News, Christian Record (embossed), Colorado Index, Congregationalist, through Mrs. Geo. H. Reed, Florida School Herald, Illuminator (embossed), Industrial Enterprise, Juvenile Braille Monthly

(embossed), Matilda Ziegler Magazine (embossed), The Mentor, Ohio Chronicle, Optimist (embossed), Our Dumb Animals, Red, White and Blue (embossed), Rocky Mountain Leader, Students Review, The Theosophical Path, The Utah Eagle, Virginia Guide, West Virginia Tablet.

IV.—ACKNOWLEDGMENTS FOR GIFTS AND SERVICES.

To Dr. HENRY HAWKINS and Dr. HAROLD B. CHANDLER, for professional services.

To Mrs. E. PREBLE MOTLEY, Mrs. WALTER C. BAYLIES, Miss ELEANOR S. PARKER, Mrs. HENRY H. SPRAGUE, Mrs. J. T. ATWOOD, Mrs. E. W. BEACH, Miss CARRIE O. SILLOWAY, Miss RUTH WILCOX, and the Primary Department of Union Congregational Church of Weymouth and East Braintree, through Mrs. NEWMAN PAGE, for gifts of money.

To the BOSTON COMMITTEE FOR THE BLIND, Miss Jessie Goldsmith, Secretary, for cottage parties for our children, for ice cream, cake and candy at Christmas time, and for gifts of clothing.

To Mrs. CHARLES A. BURKE, for honey, to the NEAPOLITAN COMPANY, for ice cream, and to school children of Lincoln, N. H., for candy, all at Christmas time.

To Mrs. JOHN CHIPMAN GRAY, Mrs. HOWLAND, Miss RUTH COLBURN, Mr. and Mrs. JAMES M. OGILVIE, Mrs. M. D. B. JIGGER, Mr. and Mrs. A. BLAIR, Mr. VINCENT MASCHIO, Mr. DANIEL GOODWIN, a group of young people in Concord, Mass., Mrs. GEORGE T. PUTNAM, and Mr. and Mrs. THOMAS A. INSLEY, for fruit, confectionery, ice cream and toys.

To Mrs. PUTNAM, Mr. and Mrs. INSLEY, Miss JENNIE PIERCE, Mr. JOHN F. HARTWELL, Miss ANNA CHAPSKY, Mrs. E. L. ESTERBROOK, and Miss JESSIE SPRINGER, for clothing.

To Mrs. CHRISTOPHER R. ELIOT, Mrs. SARAH M. BROWN, Mr. FRED WALSH, Miss A. M. YOUNANS, Mrs. PAUL STERLING, Miss EDITH WADE, the Rev. J. H. McCONKEY, Mr. JOHN VARS, Mrs. E. E. ALLEN, Mrs. A. C. LUMMUS, Miss CLAUDIA POTTER, the Christian Science Reading Room, Cambridge, the Unity School of Christianity, the KENWOOD ALUMNÆ, Convent of the Sacred Heart, Albany, the Amalgamated Clothing Workers of America, and the Hartford Carpet Company, for books for our library.

To Mrs. WILLIAM ALLEN HAYES, for a braille slate.

To Mr. R. B. CHIPCHASE, for a dictaphone outfit.

To Mrs. WELKINS, for a music box; and to an unknown friend, for an autoharp.

To Mr. P. FRANK WASHINGTON, for a pair of andirons.

To Prof. ARCHIBALD CARY COOLIDGE, for a bronze statue of a dog, from Fenway Court.

To Mrs. GEORGE H. MONKS, for a potted plant.

LIST OF PUPILS.

OCTOBER 1, 1925.

UPPER SCHOOL.

Almeda, Maria R.	Leppanen, Mary.
Bailey, E. Agnes.	L'Heureux, Juliette.
Baker, Elsie.	Lyons, Mary L.
Barnard, Eliza B.	MacDonald, Marion.
Bazarian, Mary.	Matthews, Edith M.
Bessette, Vedora.	McGovern, Velma.
Boone, Florence M.	McMeekin, Jennie.
Bosma, Gelske.	McMullin, Beatrice M.
Bradbury, Thelma M.	Mitchell, Ethel G.
Braley, Ruth I.	Nadeau, Olivina M.
Brooks, Madeline D.	Noon, Rita A.
Brown, Dorothy M.	Ogilvie, Hilda M.
Buckley, Alice.	Ouellette, Anna.
Clancy, Elizabeth.	Person, Erine A.
Coakley, Alice L.	Pimental, Mary V.
Cohen, Ruth.	Poirier, Delina M.
Comtois, Eva.	Rankin, M. Dorothy.
Costa, Marianna.	Riley, Helen I.
DeDominicis, Edith.	Rosato, Felice.
Doyle, Mary E.	Saladino, Rose M.
Drake, Helena M.	Samon, Stacey.
Dunn, Mabel C.	Santos, Emily.
Dunn, Mary C.	Scott, Arline R.
Duquette, Blanche.	Shea, Mary Ellen.
Duquette, Irene.	Sim, Ruby E.
Eastman, M. Albertina.	Simmons, Bertha.
Elliott, Ethel S.	Skipp, Doris M.
Elliott, Mary.	Stutwoota, Mary.
Farnham, Barbara E.	Trudel, Olive C.
Ferrarini, Yolande.	Wilcox, Bertha M.
Fiske, Dorothy T.	Withrow, Cora.
Flanagan, M. Ursula.	Wolf, Hedwig.
Flinn, Mary E.	Amiro, Gilbert.
Foster, Mabel G.	Antonucci, Alberto.
Gagnon, Eva.	Barrett, Robert C.
Gilbert, Eva V.	Bergeron, Albert.
Goff, Eva.	Berube, Walter.
Hamel, Irene.	Blair, Herman A.
Hanley, Mary.	Bruenn, Alvin E.
Harasimowicz, Alice.	Campbell, Peter F.
Haswell, Thelma R.	Carlos, Antone F.
Hilton, Charlotte.	Ceruolo, John.
Hinckley, Dorothy M.	Clemens, John.
Hinckley, Geraldine.	Combs, Raymond L.
Ingersoll, Dorothy.	Conley, Edward.
Jefferson, Annie.	Cook, William L.
Kazanjian, Zaroohie.	Cormier, Alfred.
Kelley, Beulah C.	Cullen, George F.
Lanoue, Edna.	Czub, Albert.
Lanoue, Helen.	Davy, Horace.
Laudate, E. Lena.	Despres, John P.
Laurenzo, Carolina.	DiCicco, Emilio.
Lemorey, Mary J.	DiMartino, Matthew.

Dore, Charles W.
Dougherty, Alexander W.
Dunbar, Kenneth A.
Eaton, Charles P.
Egan, John P.
Ferguson, George A.
Frende, John.
Gaffney, George J.
Gagnon, Lionel.
Gagnon, Réné.
Gearrey, Raymond E.
Giuliano, Paolo.
Goguen, Raoul.
Grime, G. Edward.
Hanley, Thomas A.
Hannon, James E.
Hendrick, Horatio W.
Holmes, R. Burnham.
Hurley, Arnold E.
Jablonski, Joseph.
Jenkins, Edward W.
Katwick, Arthur D.
Keefe, Clarence G.
Laminan, Toivo.
Loesche, Fred.
Lord, Paul E.
MacGinnis, Raymond L.
Marchesio, Aldo.
McCarthy, Eugene C.

Melanson, Hervé J.
Mennassian, Souran.
Meuse, Lawrence A.
Michaud, J. Armand.
Munro, George H.
Navarra, Gaspere.
Noble, Leon H.
Paice, Gerald J.
Piccolo, R. Albert.
Pike, Norman N.
Rego, Peter.
Reinert, Alfred E.
Remington, Joseph H.
Reynolds, Waldo F.
Rosenbloom, Robert.
Rubin, Manual.
St. George, William.
Santiago, Gregorio.
Shaw, Harris E.
Shulman, George.
Silva, Arthur P.
Vance, Alvin L.
Warner, Charles G.
Wesson, Kermit O.
Weston, Gordon W.
Willey, Frederick E.
Withers, Harold.
Young, Vinal R.

LOWER SCHOOL.

Badrosian, Mary.
Beliveau, Leontine T.
Buckley, Frances A.
Casella, Frances.
Correia, Angelina.
Correia, Fanny.
Corsi, Angelina.
Coughlin, Ethel.
Crossman, Evelyn M.
Czyzewski, Margaret J.
Daniels, Dorothy D.
Dardioli, Luigina.
DeCesare, Ida.
Della Morte, Maria.
Dien, Sarah M.
Doherty, Kathleen E.
Edwards, Eleanor B.
Foley, V. Marion.
Furtado, Matilde.
Getchell, Barbara.
Gleason, Jeanette B.
Glynn, Helen.
Goodwin, Helen J.
Harley, Rita M.
Hawkins, Rose E. A.
Irwin, Eleanor I.
Landry, Edwin.
Lenville, Eva Hilda.
Macdougall, Mildred D.
McEvoy, Evelyn M.
McNamara, Eileen.
McNamara, Lorraine.
Melanson, Florence G.
Mierzewski, Stephanie.

Morris, Irma.
Nowicki, Janina.
Pepe, Carmella.
Pepe, Philomena.
Perry, May B.
Potter, Ruth.
Reese, Helen.
Robinson, M. Viola.
Rose, Louise.
Roy, Catherine M.
Saverino, Maimie.
Silvia, Emma.
Sordillo, Mary.
Souza, Irene M.
Stanievicz, Mary.
Surprenant, Lillian V.
Szezerba, Mary.
Tirrella, Helen.
Wheeler, Theresa.
Widger, Evelyn L.
Wolfson, Martha.
Adams, Raymond G.
Anselmo, Manuel V.
Beaulieu, Ernest.
Bowden, Robert F.
Cambardelli, Arthur J.
Cammarano, Angelo.
Caroselli, Andrea.
Case, William A.
Casella, Charles.
Cetto, Joseph.
Chombeau, Bertrand.
Cookson, Robert.
Costa, Anthony.

Cowick, Orville H.
Damon, George M.
Devino, Ivor G.
DiPippo, Bartolomeo.
Donovan, Thomas J.
Fiske, Howard R.
Frizzell, Frederick.
Gluckstein, Archie.
Gould, Basil.
Greene, Frank H.
Harcourt, W. Reece.
Hatch, Arthur F.
Henry, Paul W.
Hull, Richard L.
Jackman, Richard F.
Kesselman, Max.
Kwoisnieski, Thaddeus J.
Laba, Stephen.
Lamarine, William L.
Lankowicz, Stanley.

Lubin, John.
Marchesio, Guido.
Maschio, Angelo N. B.
Maynard, Merrill A.
McCluskey, Harry L.
McLaughlin, Leroy B.
Melanson, Leo F.
Meuse, Paul R.
Miskiavitch, Norbert.
Petherick, George.
Rainville, Harvey L.
Ramos, Joseph.
Santos, Tony.
Spelman, Kenneth E.
Stott, Lester W.
Thompson, R. Lawrence.
Tobey, Arthur W.
Vincent, A. Roy.
Williams, Clifford.

The places from which these pupils come and the number from each place follow:—

Massachusetts	190	Connecticut	4
Rhode Island	41	Virginia	1
Maine	13	New Jersey	1
New Hampshire	10	Arizona	1
Vermont	8	Porto Rico	1

CHRISTMAS MUSIC BY THE CHOIR OF PERKINS INSTITUTION AND THE CHILDREN'S CHOIR OF THE KINDERGARTEN FOR THE BLIND.

ASSISTED BY EDITH MATTHEWS, SOPRANO, EDNA LANOUE, SOPRANO, MADELINE BROOKS, ALTO, ANTONIO MARTONE, TENOR.

DWIGHT HALL, THURSDAY EVENING, DECEMBER 18, 1924, AT 8 O'CLOCK; SUNDAY
AFTERNOON, DECEMBER 21, 1924, AT 3 O'CLOCK.

PROGRAM.

Anthem for Christmastide	.	.	.	.	.	.	.	Horatio Parker
Noel of the Bressan Waits	.	.	.	.	.	.	.	Darcieux
A Song for Christmas	.	.	.	.	.	.	.	Daniel Gregory Mason
Antiphonal Carol — "Christmas Bells"	.	.	.	.	.	.	.	Myles B. Foster
Besançon Carol	.	.	.	.	.	.	.	Harmonized by Stainer
Ancient French Noel — "Shepherds, why this Jubilee?"	.	.	.	.	.	.	.	Arranged
Christmas Carol — "The Cornish Bells"	.	.	.	.	.	.	.	Tertius Noble
Provençal Carol — "Sing we Noel"	.	.	.	.	.	.	.	Nicholas Saboly (1614-1675)
Castillan Carol — "Come, all ye Children"	.	.	.	.	.	.	.	Arranged
Noel Provençal de Basquet — "The Children at the Manger"	.	.	.	.	.	.	.	Arranged
Chorus for female voices from "Noel"	.	.	.	.	.	.	.	George W. Chadwick
Tenor Solo — "Voices of the Sky"	.	.	.	.	.	.	.	H. Alexander Matthews
Old French Noel — "Bring a Torch, Jeannette, Isabella"	.	.	.	.	.	.	.	Nicholas Saboly
Traditional Cradle Song — "Jesu! Thou Dear Babe Divine"	.	.	.	.	.	.	.	Dickinson
Old Alsatian Carol — "The Virgin's Lullaby"	.	.	.	.	.	.	.	Cuthbert Nunn
Carol Anthem — "The Herald-Host is singing"	.	.	.	.	.	.	.	Humperdinck
Carol Anthem — "Sleep, Holy Babe!"	.	.	.	.	.	.	.	Candlyn
Anthem for Christmastide — "Sing, O Heavens!"	.	.	.	.	.	.	.	Tours

EXHIBITION OF ACTIVITIES OF PUPILS OF THE PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND, 1832-1925.

JORDAN HALL, BOSTON, FRIDAY, APRIL 24, 1925, AT 3 O'CLOCK P.M.

The Hon. FRANCIS HENRY APPLETON, presiding.

PROGRAM.

PART I.

Opening Remarks.

By the Hon. FRANCIS HENRY APPLETON.

Games and Exercises.

By the Kindergarten Children.

Classroom Work.

By Pupils of the Upper School.

Long Pole Exercises and Folk Dances.

By Girls of the Upper School.

PART II.

Address.

By the Rev. RAYMOND CALKINS.

Gymnastic Games.

By Girls of the Primary School.

Physical Exercises.

By Boys of the Upper School.

CONCERT BY THE CHOIR OF THE PERKINS INSTITUTION.

ASSISTED BY EDITH MATTHEWS, SOPRANO, MADELINE BROOKS, ALTO, ANTONIO MARTONE, TENOR, EDWARD JENKINS, ORGANIST, AND H. SAUVLET AND ROBERT GUNDERSEN, VIOLINISTS OF THE BOSTON SYMPHONY ORCHESTRA.

DWIGHT HALL, AT THE SCHOOL IN WATERTOWN, SUNDAY AFTERNOON, MAY 24, 1925,
AT 3 O'CLOCK.

PROGRAM.

Salutation — Choral Prologue	.	.	.	.	.	.	<i>Samuel Richards Gaines</i>
St. Mary Magdalene	.	.	.	.	.	.	<i>Vincent d'Indy</i>
Spring — from "The Seasons"	.	.	.	.	.	.	<i>Haydn</i>
Chorus of Bacchantes — from "Philemon and Baucis"	.	.	.	.	.	.	<i>Gounod</i>
Three Pictures — from "The Tower of Babel"	.	.	.	.	.	.	<i>Rubinstein</i>
Lovely Rosabelle — Ballad for Chorus	.	.	.	.	.	.	<i>Chadwick</i>
Scherzando — for the organ	.	.	.	.	.	.	<i>Pierne</i>
Love is a Harp of a Thousand Strings — Part Song	.	.	.	.	.	.	<i>Irénée Bergé</i>
Fantasy on a Russian Folk-Song (with accompaniment of piano and violins)	.	.	.	.	.	.	<i>Pletscheyeff-Gaines</i>
The Night is Departing — Chorus from the Hymn of Praise	.	.	.	.	.	.	<i>Mendelssohn</i>

GRADUATING EXERCISES OF THE PERKINS
INSTITUTION AND MASSACHUSETTS
SCHOOL FOR THE BLIND.

TUESDAY, JUNE 23, 1925, 10.30 A.M.

PROGRAM.

Choral Prologue — “Salutation”

Essays:

Springtime at Perkins.

FLORENCE MAY BOONE.

Sherwood Forest and its Associations.

DOROTHY MAE BROWN.

Enthusiasm for the Drama.

MADELIENE DELIGHT BROOKS.

Taking Many Parts.

DOROTHY MAE HINCKLEY.

When we were Pickwickians.

ELLEN MARGARET LAGERSTROM.

In the Chorus.

MARIE ELIZABETH THIBEAU.

ORGAN — "Grand Chorus" Lemaigre
EDWARD WALKER JENKINS.

Essays:

The Man Without a Job.

ALBERTO ANTONUCCI.

Business Harmony.

FRANICS HENRY LEROI.

Down to the Sea in Ships.

FRANCIS ELLSWORTH GOULD.

Our Relations to the Orient.

WILLIAM JOSEPH ST. GEORGE.

PRESENTATION OF DIPLOMAS AND CERTIFICATES.

CHORUS — “The Twenty-Third Psalm” *Neidlinger*

STATEMENT OF ACCOUNTS.

BOSTON, November Third, 1925.

Messrs. WARREN MOTLEY, F. H. APPLETON, Jr., *Auditors, Perkins Institution and Massachusetts School for the Blind, Watertown, Massachusetts.*

GENTLEMEN: — I have audited the accounts of Albert Thorndike, Treasurer of the Institution, for the fiscal year ending August 31, 1925, and have found that all income from investments and proceeds from sales of securities have been accounted for, and that the donations, subscriptions, miscellaneous receipts, as shown by the books, have been deposited in bank to the credit of the Treasurer of the Institution.

I have vouched all disbursements and verified the bank balances as at the close of the fiscal year.

The stocks and bonds in the custody of the Treasurer were counted by the Auditing Committee and the schedules of the securities, examined by them, were then submitted to me and found to agree with those called for by the books.

I hereby certify that the accompanying statements covering the Institution, Howe Memorial Press Fund, and Kindergarten, correctly set forth the income and expenditures for the fiscal year ending August 31, 1925.

Respectfully submitted,

JOHN MONTGOMERY,
Certified Public Accountant.

INSTITUTION.

BALANCE SHEET, AUGUST 31, 1925.

Assets.

Plant: —							
Real estate, Watertown	.	.	.	.	.	\$559,005	25
Real estate, South Boston	.	.	.	.	.	8,647	74
Real estate, Boston	.	.	.	.	.	44,646	25
							\$612,299 24
Equipment: —							
Furniture and household	.	.	.	.	.	\$12,056	73
Tools, etc.	.	.	.	.	.	1,493	91
Music department	.	.	.	.	.	20,900	00
Library department	.	.	.	.	.	77,864	75
Works department	.	.	.	.	.	16,169	21
							128,484 60
Investments: —							
Real estate	.	.	.	.	.	\$208,078	74
Stocks and bonds	.	.	.	.	.	789,379	09
Stocks and bonds — Varnum Fund	.	.	.	.	.	126,155	49
Stocks and bonds — Baker Fund	.	.	.	.	.	10,334	38
							1,133,947 70
Inventory of provisions and supplies	.	.	.	.	.		4,222 74
Accounts receivable	.	.	.	.	.		2,967 59
E. E. Allen, Trustee	.	.	.	.	.		733 90
Cash on hand	.	.	.	.	.		9,737 76
Total	.	.	.	.	.		\$1,892,393 53

Liabilities.

General account	.	.	.	.	.	\$353,172	34
Funds: —							
Special	.	.	.	.	.	\$63,926	50
Permanent	.	.	.	.	.	360,828	00
General	.	.	.	.	.	1,097,626	57
							1,522,381 07
Amount carried forward	.	.	.	.	.		\$1,875,553 41

Amount brought forward \$1,875,553 41

Unexpended income, special funds		12,467 24
Gifts for clock and organ		39 00
Vouchers payable		2,110 88
Accounts payable		2,223 00
Total		\$1,892,393 53

TREASURER'S CONDENSED INCOME ACCOUNT, YEAR ENDING AUGUST 31, 1925.

Rent net income		\$13,116 95
Interest and dividends, general purposes		41,767 37
Interest and dividends, special funds		3,141 99
Annuities and trusts		1,756 54
Donations		521 00
Tuition and board, Massachusetts	\$38,920 00	
Tuition and board, others	32,694 73	71,614 73
Total		\$131,918 58
Less special fund income to special fund accounts	\$3,141 99	
Treasurer's miscellaneous expenses	525 75	3,667 74
Net income		\$128,250 84
Net charge to Director	\$124,424 62	
Repairs, faulty construction	2,017 49	126,442 11
Balance of income		\$1,808 73

DIRECTOR'S CONDENSED EXPENSE ACCOUNT, YEAR ENDING AUGUST 31, 1925.

Administration:—		
Salaries and wages	\$8,282 33	
Other expenses	473 84	
		\$8,756 17
Maintenance and operation of plant:—		
Salaries and wages	\$30,045 72	
Other expenses:—		
Provisions	\$15,381 46	
Light, heat and power	8,610 36	
Household furnishings and supplies	2,971 41	
Insurance and water	2,159 61	
Repairs	3,333 20	
Publicity	1,289 37	
Extraordinary expense	239 34	
Loss on bad debts	611 06	
Depreciation on furniture, household equipment, tools, etc.	2,164 33	
Depreciation on buildings, Watertown	13,423 71	
Book racks	2,194 86	
Net tuning expense	276 55	
Miscellaneous	762 62	53,417 88
		83,463 60
Instruction and school supplies:—		
Salaries and wages	\$30,746 66	
Other expenses	1,477 52	
		32,224 18
Total		\$124,443 95
Less net income, Works department		19 33
Net charge to Director		\$124,424 62

Income Special Funds.

On hand September 1, 1924		\$11,236 87
Income 1924-1925		3,141 99
Total		\$14,378 86
Distributed		1,911 62
Unexpended income August 31, 1925		\$12,467 24

WORKS DEPARTMENT.

PROFIT AND LOSS STATEMENT, AUGUST 31, 1925.

	<i>Revenue.</i>	\$48,717 94
Sales		
Materials used	\$14,048 59	
Salaries and wages	27,070 08	
General expense	6,332 00	
Auto expense	402 51	
Total expenditures		47,853 18
Profit		\$864 76
Deduct: —		
Difference in inventory of tools and equipment	\$558 73	
Loss on bad accounts	332 73	
Total	\$891 46	
Less bad debt recoveries and credit balances written off	46 03	845 43
Total profit for year ending August 31, 1925		\$19 33

INSTITUTION FUNDS.

Special funds: —

Robert C. Billings (for deaf, dumb and blind)	\$4,000 00
John D. Fisher (Scholarship)	5,230 00
Joseph B. Glover (for blind and deaf)	5,000 00
Harris Fund (Outdoor Relief)	26,667 00
Maria Kemble Oliver (Concert Tickets)	15,000 00
Prescott (Scholarship)	3,029 00
Elizabeth P. Putnam (Higher Education)	1,000 00
Richard M. Saltonstall (Use Trustees)	3,000 00
A. Shuman (Clothing)	1,000 00
	\$63,926 50

Permanent Funds: —

Charles Tidd Baker	\$10,561 48
Charlotte Billings	40,507 00
Stoddard Capen	13,770 00
Jennie M. Colby, in memory of	100 00
Ella Newman Curtis Fund	2,000 00
Stephen Fairbanks	10,000 00
Harris Fund (General Purposes)	53,333 00
Harriet S. Hazeltine Fund	5,000 00
Benjamin Humphrey	25,000 00
Prentiss M. Kent	2,500 00
Kate M. Morse	5,000 00
Jonathan E. Pecker	950 00
Richard Perkins	20,000 00
Mrs. Marilla L. Pitts, in memory of	5,000 00
Frank Davison Rust Memorial	4,000 00
Samuel E. Sawyer	2,174 77
Charles Frederick Smith	8,663 00
Timothy Smith	2,000 00
Mary Lowell Stone Fund	4,000 00
George W. Thym	529 89
Alfred T. Turner	1,000 00
Anne White Vose	12,994 00
Charles L. Young	5,000 00
William Varnum Fund	126,744 86
	360,828 00

General funds: —

Ellen S. Bacon	\$5,000 00
Elizabeth B. Bailey	3,000 00
Eleanor J. W. Baker	2,500 00
Calvin W. Barker	1,859 32
Lucy B. Barker	5,953 21
Francis Bartlett	2,500 00

<i>Amounts carried forward</i>	\$20,812 53	\$424,754 50
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Amounts brought forward \$20,812 53 \$424,754 50

General funds—Continued.

Mary Bartol	300 00
Thompson Baxter	322 50
Robert C. Billings	25,000 00
Susan A. Blaisdell	5,832 66
William T. Bolton	555 22
George W. Boyd	5,000 00
Caroline E. Boyden	1,930 39
J. Putnam Bradlee	268,391 24
Charlotte A. Bradstreet	10,508 70
Lucy S. Brewer	13,006 54
J. Edward Brown	100,000 00
Maria A. Burnham	10,000 00
T. O. H. P. Burnham	5,000 00
Annie E. Caldwell	4,000 00
Emma C. Campbell	1,000 00
Edward F. Cate	5,000 00
Fanny Channing	2,000 00
Ann Eliza Colburn	5,000 00
Susan J. Conant	500 00
William A. Copeland	1,000 00
Louise F. Crane	5,000 00
W. Murray Crane	10,000 00
Harriet Otis Crift	6,000 00
David Cummings	7,723 07
Chastine L. Cushing	500 00
I. W. Danforth	2,500 00
Charles L. Davis	1,000 00
Susan L. Davis	1,500 00
Joseph Descalzo	1,000 00
Elsie C. Disher	75,000 00
John H. Dix	10,000 00
Alice J. H. Dwinell	200 00
Mary E. Eaton	5,000 00
Orient H. Eustis	500 00
Mortimer C. Ferris Memorial	1,000 00
Thomas B. Fitzpatrick	1,000 00
Ann Maria Fosdick	10,233 79
Nancy H. Fosdick	3,845 00
Sarah E. Foster	200 00
Mary Helen Freeman	1,000 00
Cornelia Anne French	10,000 00
Martha A. French	164 40
Ephraim L. Frothingham	1,825 97
Jessie P. Fuller	200 00
Thomas Gaffield	6,685 38
Albert Glover	1,000 00
Joseph B. Glover	5,000 00
Charlotte L. Goodnow	6,471 23
Charles G. Green	39,315 12
Ellen Hammond	1,000 00
Hattie S. Hathaway	500 00
Charles H. Hayden	27,461 01
John C. Haynes	1,000 00
Joseph H. Heywood	500 00
George A. Hill	100 00
Margaret A. Holden	3,708 32
Charles Sylvester Hutchison	2,156 00
Ernestine M. Kettle	10,000 00
Lydia F. Knowles	50 00
Catherine M. Lamson	6,000 00
E. E. Linderholm	505 56
William Litchfield	7,951 48
Mary I. Locke	8,361 89
Hannah W. Loring	9,500 00
Adolph S. Lundin	100 00
Susan B. Lyman	4,809 78
Stephen W. Marston	5,000 00
Charles Merriam	1,000 00
Joseph F. Noera	2,000 00
Sarah Irene Parker	699 41
William Prentiss Parker	2,500 00

Amounts carried forward \$793,927 19. \$424,754 50

Amounts brought forward \$793,927 19 \$424,754 50

General funds—Concluded.

George Francis Parkman	. . . . .	50,000 00
Grace Parkman	. . . . .	500 00
Philip G. Peabody	. . . . .	1,200 00
Edward D. Peters	. . . . .	500 00
Henry L. Pierce	. . . . .	20,000 00
Sarah E. Pratt	. . . . .	2,928 59
Grace E. Reed	. . . . .	5,054 25
Matilda B. Richardson	. . . . .	300 00
Mary L. Ruggles	. . . . .	3,000 00
Marian Russell	. . . . .	5,000 00
Nancy E. Rust	. . . . .	2,640 00
Joseph Scholfield	. . . . .	2,500 00
Sarah E. Seabury	. . . . .	3,116 01
Richard Black Sewell	. . . . .	25,000 00
Margaret A. Simpson	. . . . .	968 57
Esther W. Smith	. . . . .	5,000 00
The Maria Spear Bequest for the Blind	. . . . .	15,000 00
Henry F. Spencer	. . . . .	1,000 00
Lucretia J. Stochr	. . . . .	2,967 26
Joseph C. Storey	. . . . .	5,000 00
Sophronia S. Sunbury	. . . . .	365 19
Mary F. Swift	. . . . .	1,391 00
William Taylor	. . . . .	893 36
Joanna C. Thompson	. . . . .	1,000 00
William Timlin	. . . . .	7,820 00
Alice W. Torrey	. . . . .	65,000 00
Mary Willson Tucker	. . . . .	481 11
George B. Upton	. . . . .	10,000 00
Charles A. Vialle	. . . . .	1,990 00
Abbie T. Vose	. . . . .	1,000 00
Horace W. Wadleigh	. . . . .	2,000 00
Joseph K. Wait	. . . . .	3,000 00
Harriet Ware	. . . . .	1,952 02
Charles F. Webber (by sale of part of vested remainder interest under his will)	. . . . .	11,500 00
Allena F. Warren	. . . . .	2,828 33
William H. Warren	. . . . .	4,073 17
Mary Ann P. Weld	. . . . .	2,000 00
Oliver M. Wentworth	. . . . .	300 00
Cordelia H. Wheeler	. . . . .	800 00
Opha J. Wheeler	. . . . .	3,086 77
Samuel Brenton Whitney	. . . . .	1,000 00
Mehitable C. C. Wilson	. . . . .	543 75
Thomas T. Wyman	. . . . .	20,000 00
Fanny Young	. . . . .	8,000 00
William D. Young	. . . . .	1,000 00
		<hr/> 1,097,626 57
		\$1,522,381 07

HOWE MEMORIAL PRESS FUND.

BALANCE SHEET, AUGUST 31, 1925.

Assets.

Equipment and supplies:—

Printing plant	. . . . .	\$874 59
Machinery	. . . . .	3,454 39
Printing inventory	. . . . .	11,593 27
Appliances	. . . . .	6,998 25
Embossing inventory	. . . . .	541 10
Stationery, etc.	. . . . .	1,292 37
		<hr/> \$24,753 97

Investments:—

Stocks and bonds	. . . . .	174,012 34
Accounts receivable	. . . . .	1,232 57
Cash on hand	. . . . .	5,601 47

Total \$205,600 35

Liabilities.

General account	\$181,647 49
Funds: —	
Special	\$7,000 00
Permanent	5,000 00
General	11,690 00
Vouchers payable	23,690 00
Accounts payable	249 96
	12 90
Total	\$205,600 35

TREASURER'S CONDENSED INCOME ACCOUNT, YEAR ENDING AUGUST 31, 1925.

Interest and dividends, general purposes	\$11,558 50
Interest and dividends, special funds	544 68
Total	\$12,103 18
Less Treasurer's expenses	55 00
Net income	\$12,048 18
Net charge to Director	12,631 80
Deficit	\$583 62

DIRECTOR'S CONDENSED EXPENSE ACCOUNT, YEAR ENDING AUGUST 31, 1925.

Maintenance and operation of plant: —	
Embossing	\$1,764 30
Printing	5,527 38
Appliances	7,765 39
Stationery	446 59
Library	2,558 25
Depreciation on machinery and equipment	467 47
Publicity	2 90
Salaries	2,604 50
Loss on bad accounts	532 84
Miscellaneous	296 82
	\$21,966 44
Less: —	
Discounts	\$15 31
Sales of appliances	5,434 87
Sales of books, music, etc.	3,884 46
	9,334 64
Net charge to Director	\$12,631 80

HOWE MEMORIAL PRESS FUNDS.

Special funds: —	
Harriet S. Hazeltine (printing raised characters)	\$2,000 00
Deacon Stephen Stickney Fund (books, maps and charts)	5,000 00
	\$7,000 00
Permanent fund: —	
J. Pauline Schenkl	5,000 00
General funds: —	
Beggs Fund	\$400 00
Joseph H. Center	1,000 00
Augusta Wells	10,290 00
	11,690 00
	\$23,690 00

KINDERGARTEN.
BALANCE SHEET, AUGUST 31, 1925.

Assets.

TREASURER'S CONDENSED INCOME ACCOUNT, YEAR ENDING AUGUST 31, 1925.

Rent net income	\$33,461	23
Interest and dividends, general purposes	65,376	49
Interest and dividends, special funds	616	97
Donations	31	00
Tuition and board, Massachusetts	\$33,160	00
Tuition and board, others	10,436	00
	<hr/>	
Total		\$143,081 69
Less special fund income to special fund accounts	\$616	97
Treasurer's miscellaneous expenses	540	75
	<hr/>	
Net income		1,157 72
	<hr/>	
Net charge to Director	\$112,973	03
Repairs, faulty construction	2,543	78
	<hr/>	
Balance of income		115,516 81
	<hr/>	
		\$26,407 16

DIRECTOR'S CONDENSED EXPENSE ACCOUNT, YEAR ENDING AUGUST 31, 1925.

Amounts brought forward \$24,563 88 \$9,458 20

Other expenses: —

Provisions	\$14,782 91
Light, heat and power	7,781 01
Tuition and board	10,075 12
Household furnishings and supplies	3,327 47
Depreciation on furniture, household equipment, tools, etc.	1,480 29
Depreciation on buildings, Watertown	10,541 67
Insurance and water	1,818 09
Repairs	4,181 31
Publicity	928 47
Extraordinary expense	453 88
Book racks	2,194 86
Loss on bad accounts	388 21
Miscellaneous	2,575 02
	60,528 31
	85,092 19

Instruction and school supplies: —

Salaries and wages	\$17,657 26
Other expenses	765 38

18,422 64

Net charge to Director \$112,973 03

Income Special Funds.

On hand September 1, 1924	\$1,984 51
Income 1924-1925	616 97
Total	\$2,601 48
Distributed	499 67
Unexpended income August 31, 1925	\$2,101 81

KINDERGARTEN FUNDS.

Special funds: —	
Charles Wells Cook (Scholarship)	\$1,000 00
Helen Atkins Edmonds Memorial (Scholarship)	5,000 00
Glover Fund (Albert Glover, Blind deaf mutes)	1,054 10
Emmeline Morse Lane (Books)	1,000 00
Leonard and Jerusha Hyde Room	4,000 00
	\$12,054 10

Permanent funds: —

Charles Tidd Baker	\$15,840 69
William Leonard Benedict, Jr., Memorial	1,000 00
Samuel A. Borden	4,675 00
A. A. C., in Memoriam	500 00
Helen G. Coburn	9,980 10
M. Jane Wellington Danforth Fund	10,000 00
Caroline T. Downes	12,950 00
Charles H. Draper	23,934 13
Eliza J. Bell Draper Fund	1,500 00
George R. Emerson	5,000 00
Mary Eveleth	1,000 00
Eugenia F. Farnham	1,015 00
Susan W. Farwell	500 00
John Foster	5,000 00
The Luther & Mary Gilbert Fund	8,541 77
Albert Glover	1,000 00
Mrs. Jerome Jones Fund	9,935 95
Charles Larned	5,000 00
George F. Parkman	3,500 00
Catherine P. Perkins	10,000 00
Frank Davison Rust Memorial	15,600 00
Caroline O. Seabury	1,000 00
Eliza Sturgis Fund	21,729 52
Abby K. Sweetser	25,000 00
Hannah R. Sweetser	5,000 00
May Rosevear White Fund	500 00
	199,702 16

Amount carried forward \$211,756 26

Amount brought forward \$211,756 26

General funds: —

Emilie Albee	\$150 00
Lydia A. Allen	748 38
Michael Anagnos	3,000 00
Harriet T. Andrew	5,000 00
Martha B. Angell	16,172 61
Mrs. William Appleton	18,000 00
Elizabeth H. Bailey	500 00
Eleanor J. W. Baker	2,500 00
Ellen M. Baker	13,053 48
Mary D. Balfour	100 00
Mary D. Barrett	1,000 00
Nancy Bartlett Fund	500 00
Sidney Bartlett	10,000 00
Emma M. Bass	1,000 00
Thompson Baxter	322 50
Robert C. Billings	10,000 00
Sarah Bradford	100 00
Helen C. Bradlee	140,000 00
J. Putnam Bradlee	168,391 24
Charlotte A. Bradstreet	6,130 07
Sarah Crocker Brewster	500 00
Ellen Sophia Brown	1,000 00
Rebecca W. Brown	3,073 76
Harriet Tilden Browne	2,000 00
Katherine E. Bullard	2,500 00
Annie E. Caldwell	5,000 00
John W. Carter	500 00
Kate H. Chamberlin	5,715 07
Adeline M. Chapin	400 00
Benjamin P. Cheney	5,000 00
Fanny C. Coburn	424 06
Charles H. Colburn	1,000 00
Helen Collamore	5,000 00
Anna T. Coolidge	53,873 38
Mrs. Edward Cordis	300 00
Sarah Silver Cox	5,000 00
Susan T. Crosby	100 00
Margaret K. Cummings	5,000 00
James H. Danforth	1,000 00
Catherine L. Donnison Memorial	1,000 00
George E. Downes	3,000 00
Lucy A. Dwight	4,000 00
Mary B. Emmons	1,000 00
Mary E. Emerson	1,000 00
Arthur F. Estabrook	2,000 00
Ida F. Estabrook	2,114 00
Orient H. Eustis	500 00
Annie Louisa Fay Memorial	1,000 00
Sarah M. Fay	15,000 00
Charlotte M. Fiske	5,000 00
Ann Maria Fosdick	10,233 79
Nancy H. Fosdick	3,845 00
Elizabeth W. Gay	7,931 00
Ellen M. Gifford	5,000 00
Joseph B. Glover	5,000 00
Matilda Goddard	300 00
Maria L. Gray	200 00
Caroline H. Greene	1,000 00
Mary L. Greenleaf	5,157 75
Josephine S. Hall	3,000 00
Olive E. Hayden	4,622 45
Allen Haskell	500 00
Jane H. Hodges	300 00
Margaret A. Holden	2,360 67
Marion D. Hollingsworth	1,000 00
Frances H. Hood	100 00
Abigail W. Howe	1,000 00
Martha R. Hunt	10,000 00
Ezra S. Jackson	688 67
Caroline E. Jenks	100 00
Ellen M. Jones	500 00

Amounts carried forward \$592,507 88 \$211,756 26

Amounts brought forward \$592,507 88 \$211,756 26

General funds—Continued.

Hannah W. Kendall	. . . . .	2,515 38
Clara B. Kimball	. . . . .	10,000 00
David P. Kimball	. . . . .	5,000 00
Moses Kimball	. . . . .	1,000 00
Ann E. Lambert	. . . . .	700 00
Jean Munroe Le Brun	. . . . .	1,000 00
Willard H. Lethbridge	. . . . .	28,179 41
William Litchfield	. . . . .	6,800 00
Mary Ann Locke	. . . . .	5,874 00
Robert W. Lord	. . . . .	1,000 00
Elisha T. Loring	. . . . .	5,000 00
Sophia N. Low	. . . . .	1,000 00
Thomas Mack	. . . . .	1,000 00
Augustus D. Manson	. . . . .	8,134 00
Calanthe E. Marsh	. . . . .	20,111 20
Sarah L. Marsh	. . . . .	1,000 00
Waldo Marsh	. . . . .	500 00
Annie B. Matthews	. . . . .	15,000 00
Rebecca S. Melvin	. . . . .	23,545 55
Georgina Merrill	. . . . .	4,773 80
Louise Chandler Moulton	. . . . .	10,000 00
Maria Murdock	. . . . .	1,000 00
Mary Abbie Newell	. . . . .	5,403 65
Mary Abbie Newell	. . . . .	500 00
Margaret S. Otis	. . . . .	1,000 00
Jeannie Warren Paine	. . . . .	1,000 00
Anna R. Palfrey	. . . . .	50 00
Sarah Irene Parker	. . . . .	699 41
Helen M. Parsons	. . . . .	500 00
Edward D. Peters	. . . . .	500 00
Henry M. Peyer	. . . . .	5,350 00
Mary J. Phipps	. . . . .	2,000 00
Caroline S. Pickman	. . . . .	1,000 00
Katherine C. Pierce	. . . . .	5,000 00
Helen A. Porter	. . . . .	50 00
Sarah E. Potter Endowment	. . . . .	425,014 44
Francis L. Pratt	. . . . .	100 00
Mary S. C. Reed	. . . . .	5,000 00
Jane Roberts	. . . . .	93,025 55
John M. Rodocanachi	. . . . .	2,250 00
Dorothy Roffe	. . . . .	500 00
Rhoda Rogers	. . . . .	500 00
Mrs. Benjamin S. Rotch	. . . . .	8,500 00
Edith Rotch	. . . . .	10,000 00
Rebecca Salisbury	. . . . .	200 00
J. Pauline Schenkl	. . . . .	5,000 00
Joseph Scholfield	. . . . .	3,000 00
Eliza B. Seymour	. . . . .	5,000 00
Esther W. Smith	. . . . .	5,000 00
Annie E. Snow	. . . . .	9,903 27
Adelaide Standish	. . . . .	5,000 00
Elizabeth G. Stuart	. . . . .	2,000 00
Benjamin Sweetzer	. . . . .	2,000 00
Harriet Taber Fund	. . . . .	622 81
Sarah W. Taber	. . . . .	1,000 00
Mary L. Talbot	. . . . .	630 00
Cornelia V. R. Thayer	. . . . .	10,000 00
Delia D. Thorndike	. . . . .	5,000 00
Elizabeth L. Tilton	. . . . .	300 00
Betsey B. Tolman	. . . . .	500 00
Transcript, ten dollar fund	. . . . .	5,666 95
Mary Willson Tucker	. . . . .	481 11
Mary B. Turner	. . . . .	7,582 90
Royal W. Turner	. . . . .	24,082 00
Minnie H. Underhill	. . . . .	1,000 00
Charles A. Vialle	. . . . .	1,990 00
Rebecca P. Wainwright	. . . . .	1,000 00
George W. Wales	. . . . .	5,000 00
Maria W. Wales	. . . . .	20,000 00
Mrs. Charles E. Ware	. . . . .	4,000 00
Rebecca B. Warren	. . . . .	5,000 00

Amounts carried forward

\$1,444,543 31 \$211,756 26

<i>Amounts brought forward</i>		\$1,444,543	31	\$211,756	26	
General funds—Concluded.						
Jennie A. (Shaw) Waterhouse		565	84			
Mary H. Watson		100	00			
Ralph Watson Memorial		237	92			
Isabella M. Weld		14,795	06			
Mary Whitehead		666	00			
Evelyn A. Whitney Fund		4,880	00			
Julia A. Whitney		100	00			
Sarah W. Whitney		150	62			
Betsy S. Wilder		500	00			
Hannah Catherine Wiley		200	00			
Mary W. Wiley		150	00			
Mary Williams		5,000	00			
Almira F. Winslow		306	80			
Eliza C. Winthrop		5,041	67			
Harriet F. Wolcott		5,532	00			
				1,482,769	22	
					\$1,694,525	48

CONTRIBUTIONS FOR THE PERKINS INSTITUTION.

Through the Ladies' Auxiliary Society, Mrs. Sarah A. Stover, Treasurer:		
Annual subscriptions		\$77 00
Donations		103 00
		<hr/>
		\$180 00
Prescott Fund for Scholarship Expense:		
Annual subscriptions		\$1,247 50
Donations		1,892 00
Cambridge Branch		113 00
Dorchester Branch		41 00
Lynn Branch		38 00
Milton Branch		39 00
		<hr/>
		3,370 50
		<hr/>
		\$3,550 50

ANNUAL SUBSCRIPTIONS FOR THE PERKINS INSTITUTION.

THROUGH THE LADIES' AUXILIARY SOCIETY, MRS. S. A. STOVER,
Treasurer.

Batcheller, Mr. Robert	\$10 00	<i>Amount brought forward</i>	\$69 00
Fitz, Mrs. Walter Scott	25 00		
Grosberg, Mrs. Oscar, for 1924	3 00	Saunders, Mrs. D. E., for 1924	3 00
Lowell, Miss Lucy, for 1924	5 00	Scudder, Mrs. J. D., in memory of her mother, Mrs. N. M. Downer	5 00
Morrison, Mrs. W. A., for 1924	1 00		
Rice, Estate of Mrs. Nannie R.,	25 00		
<i>Amount carried forward</i>	\$69 00		\$77 00

DONATIONS.

Batcheller, Mr. Robert	\$10 00	<i>Amount brought forward</i>	\$38 00
Dorrox Sewing Circle	10 00		
Lowell, Miss Lucy	5 00	Rosenthal, Mrs. Morris	5 00
Morrison, Miss Jean E.	3 00	Sias, Miss Martha G.	5 00
Perkins, Mrs. Charles E.	5 00	Vickery, Mrs. Herman F.	50 00
Plumer, Mr. Charles A.	5 00	Washburn, Hon. Charles G.	5 00
<i>Amount carried forward</i>	\$38 00		\$103 00

PRESCOTT FUND FOR SCHOLARSHIP EXPENSE.

Adams, Mrs. Waldo	\$5 00	<i>Amount brought forward</i>	\$267 00
Alford, Mrs. O. H.	25 00		
Allen, Mrs. F. R.	3 00	Cushing, Mrs. J. W.	2 00
Amory, Mrs. Wm., 2d	25 00	Cushing, Miss Sarah P.	5 00
Badger, Mrs. Wallis B.	5 00	Cutler, Mrs. E. G.	2 00
Baer, Mrs. Louis	10 00	Cutter, Mrs. Frank W.	1 00
Balch, Mrs. F. G.	5 00	Dale, Mrs. Eben	5 00
Baldwin, Mrs. J. C. T.	5 00	Damon, Mrs. J. L.	5 00
Bangs, Mrs. F. R.	10 00	Davis, Mrs. Joseph E.	5 00
Barnet, Mrs. S. J.	5 00	Davis, Mrs. Simon	2 00
Beal, Mrs. Boylston A.	10 00	Denny, Mrs. Arthur B.	5 00
Bigelow, Mrs. J. S.	10 00	Denny, Mrs. W. C.	5 00
Boutwell, Mrs. L. B.	5 00	Drost, Mr. Charles A.	10 00
Bruerton, Mr. Courtney, in memory of his mother, Mrs. James Bruerton	5 00	Dwight, Mrs. Thomas	1 00
Bullard, Mr. Alfred M.	5 00	Eliot, Mrs. Amory	2 00
Chamberlain, Mrs. M. L.	5 00	Elms, Miss Florence G.	2 00
Chandler, Mrs. Frank W.	5 00	Emmons, Mrs. R. W., 2d	50 00
Chapin, Mrs. Henry B.	10 00	Ernst, Mrs. H. C.	5 00
Chapman, Miss E. D.	2 00	Eustis, Mrs. F. A.	10 00
Clapp, Dr. H. C.	2 00	Faulkner, Miss Fannie M.	5 00
Clark, Mrs. Frederic S.	10 00	Field, Mrs. D. W.	5 00
Clerk, Mrs. W. F.	3 00	Friedman, Mrs. Max	5 00
Cobb, Mrs. Charles K.	5 00	Gage, Mrs. Homer	25 00
Codman, Miss Catherine Amory	10 00	Gay, Mrs. Albert	1 00
Coffin, Mrs. Rockwell A.	5 00	Gill, Mr. Abbott D.	2 00
Coolidge, Mr. J. Randolph	25 00	Goldschmidt, Mrs. Meyer H.	2 00
Corey, Mrs. H. D.	2 00	Grandgent, Prof. Charles H.	3 00
Cox, Mrs. Wm. E.	10 00	Grant, Mr. and Mrs. Robert	5 00
Craig, Mrs. Helen M.	5 00	Gray, Mrs. Reginald	15 00
Craigin, Dr. George A.	10 00	Grosberg, Mrs. Oscar	5 00
Curtis, Mrs. Horatio G.	10 00	Hall, Mrs. Anthony D.	2 00
Curtis, Miss Mary G.	10 00	Harrington, Mrs. F. B.	3 00
Cushing, Mrs. H. W.	5 00	Haven, Mrs. Edward B.	3 00
<i>Amount carried forward</i>	\$267 00	Hayward, Mrs. G. G.	5 00
		Herman, Mrs. Joseph M.	5 00
		<i>Amount carried forward</i>	\$475 00

<i>Amount brought forward</i>	\$475 00	<i>Amount brought forward</i>	\$873 50
Hills, Mrs. Edwin A.	5 00	Pickman, Mrs. D. L.	25 00
Holbrook, Mrs. Walter H.	3 00	Pitman, Mrs. B. F.	10 00
Homans, Mrs. John	10 00	Prince, Mrs. Morton	10 00
Hooper, Miss Adeline D.	5 00	Punchard, Miss Abbie L.	5 00
Hooper, Mrs. James R.	20 00	Putnam, Mrs. James J.	5 00
Howe, Mrs. Arabella	1 00	Ratshesky, Mrs. I. A.	5 00
Howland, Mrs. Maud M.	2 00	Reed, Mrs. Arthur	2 00
Isaacs, Mrs. Regina	2 00	Reed, Mrs. John H.	2 00
Jacobs, Mrs. F. W.	10 00	Robbins, Mrs. Reginald L.	3 00
Johnson, Mrs. Wolcott H.	5 00	Roeth, Mrs. A. G.	1 00
Josselyn, Mrs. A. S.	5 00	Rogers, Mrs. R. K.	5 00
Kettle, Mrs. Claude L.	1 00	Rogers, Miss Susan S.	5 00
Kimball, Mr. Edward P.	5 00	Rosenbaum, Mrs. Henry	2 00
Kimball, Mrs. M. M.	50 00	Rosenberg, Mrs. Alexis	1 00
King, Mrs. S. G.	5 00	Rowlett, Mrs. Thomas S.	2 00
Kingsley, Mrs. Robert C.	5 00	Russell, Miss Catherine E.	5 00
Klous, Mrs. Isaacs, in memory of Mr. Isaac Klous	3 00	Sargent, Mrs. F. W.	10 00
Kornfeld, Mrs. Felix	1 00	Saunders, Mrs. D. E.	3 00
Lamb, Miss Augusta T.	1 00	Sears, Mrs. Knyvet W.	25 00
Lamson, Mrs. J. A.	2 00	Sever, Miss Emily	5 00
Larkin, Miss Elizabeth M.	1 00	Shepard, Mr. Thomas H.	5 00
Ledyard, Mrs. Lewis Cass	5 00	Sherwin, Mrs. Thomas	2 00
Leland, Mrs. Lewis A.	1 00	Simpkins, Miss Mary W.	5 00
Levi, Mrs. Harry	2 50	Sprague, Mrs. Charles	1 00
Lincoln, Mr. A. L.	5 00	Stackpole, Mrs. F. D.	5 00
Little, Mrs. David M.	35 00	Stackpole, Miss Roxana	5 00
Locke, Mrs. C. A.	10 00	Stearns, Mr. C. H.	10 00
Loring, Judge Wm. C.	10 00	Stearns, Mrs. Wm. Brackett	5 00
Lothrop, Miss Mary B.	5 00	Stevens, Miss Alice B.	5 00
Lovering, Mrs. Charles T.	10 00	Thomson, Mrs. A. C.	5 00
Lowell, Mrs. Charles	5 00	Thorndike, Mrs. Alden A.	5 00
Lowell, Mrs. John	5 00	Tileston, Mrs. John B.	5 00
Macurdy, Mr. Wm. F.	10 00	Tuckerman, Mrs. Charles S.	5 00
Mansfield, Mrs. George S.	2 00	Wadsworth, Mrs. A. F.	5 00
Mansur, Mrs. Martha P.	3 00	Ward, The Misses	10 00
Mason, Mrs. Charles E.	50 00	Ward, Miss Julia A.	2 00
Mason, Miss Fanny P.	10 00	Ware, Miss Mary Lee	5 00
Merrill, Mrs. L. M.	5 00	Warren, Mrs. Bayard	25 00
Merriman, Mrs. Daniel	5 00	Warshauer, Mrs. Isador	1 00
Moses, Mrs. George A.	3 00	Watson, Mrs. Thomas A.	10 00
Moses, Mrs. Joseph	5 00	Weeks, Mr. Andrew Gray	10 00
Moses, Mrs. Louis	1 00	Weeks, Mrs. W. B. P.	2 00
Nazro, Mrs. Fred H.	5 00	Weld, Mrs. Samuel M.	5 00
Niebuhr, Miss Mary M.	1 00	White, Miss Eliza Orne	25 00
Norcross, Mrs. Otis	25 00	White, Mrs. Joseph H.	2 00
Olmsted, Mrs. J. C.	5 00	White, Mrs. Norman H.	1 00
Orcutt, Mrs. W. D.	2 00	Whitman, Mrs. Wm., Jr.	25 00
Page, Mrs. Calvin Gates	2 00	Willcomb, Mrs. George	10 00
Paine, Mrs. Wm. D.	2 00	Williams, The Misses	15 00
Parker, Miss Eleanor S.	10 00	Williams, Mrs. Arthur	1 00
Pecker, Miss Annie J.	10 00	Willson, Miss Lucy B.	10 00
Peckerman, Mrs. E. R.	5 00	Withington, Miss Anna S.	1 00
Pickett, Mrs. Lehman	2 00	Wolcott, Mrs. Roger	5 00
<i>Amount carried forward</i>	\$873 50	Young, Mrs. Benjamin L.	10 00
			\$1,247 50

DONATIONS.

	\$2 00	<i>Amount brought forward</i>	\$161 00
Abbott, Miss Georgianna E.	5 00	Betton, Mrs. C. G.	2 00
Adams, Mrs. Charles H.	100 00	Bicknell, Mrs. Wm. J.	2 00
Agoos Family	5 00	Bigelow, Mrs. Henry M.	3 00
Alden, Mrs. Charles H.	5 00	Blake, Mrs. Arthur W.	5 00
Bailey, Mrs. Hollis R.	5 00	Blake, Mrs. Francis	20 00
Barr, Mrs. Arthur W.	2 00	Bond, Mrs. Charles H.	10 00
Bartol, Miss Elizabeth H.	20 00	Bowditch, Dr. Vincent Y.	2 00
Bartol, Mrs. John W.	10 00	Bradt, Mrs. Julia B.	5 00
Batt, Mrs. C. R.	2 00		
Baylies, Mrs. Walter Cabot	10 00		
<i>Amount carried forward</i>	\$161 00	<i>Amount carried forward</i>	\$210 00

<i>Amount brought forward</i>	\$210 00	<i>Amount brought forward</i>	\$1,298 50
Bullens, Miss Charlotte L.	2 00	Merriam, Mrs. Frank	10 00
C.	10 00	Mills, Mrs. Dexter T.	5 00
Carpenter, Mrs. George A.	5 00	Morse, Dr. Henry Lee	10 00
Carr, Mrs. Lewis M.	25 00	Morss, Mrs. Everett	5 00
Carter, Mrs. John W.	10 00	Nazro, Mrs. F. H.	2 00
Cary, Miss Ellen G.	100 00	North, Mrs. F. O.	5 00
Cary, Miss Georgina S.	10 00	Peabody, Mr. Harold	5 00
Chapin, Mrs. Mary E. T.	1 00	Peirce, Mrs. Silas	2 00
Church, First Baptist, Norwood	30 00	Perkins, Mrs. Charles E.	10 00
Clapp, Mrs. Mary I.	10 00	Perry, Mrs. C. F.	3 00
Codman, Miss Martha C.	5 00	Pfaelzer, Mrs. F. T.	10 00
Conant, Mr. Edward D.	10 00	Potter, Mrs. Wm. H.	2 50
Converse, Mrs. C. C.	25 00	Pratt, Mrs. Elliott W.	5 00
Coolidge, Mrs. Penelope F.	3 00	Punchard, Miss Abbie L.	5 00
Cutting, Mrs. Charles E.	10 00	Quincy, Mrs. George H.	5 00
Cotton, Miss Elizabeth A.	200 00	Ranney, Mr. Fletcher	5 00
Cushing, Miss Sarah P.	5 00	Rice, Mrs. N. W.	25 00
Cutler, Mrs. C. F.	10 00	Richards, Miss Alice A.	10 00
Daland, Mrs. Tucker	5 00	Richardson, The Misses, in memory of M. A. E. and C. P. P.	2 00
Daniels, Mrs. Edwin A.	2 00	Richardson, Mrs. Frederick	5 00
Derby, Mrs. Hasket	5 00	Richardson, Mrs. John	3 00
Edgar, Mrs. Charles L.	10 00	Riley, Mr. Charles E.	25 00
Edwards, Miss Hannah M.	25 00	Rodman, Miss Emma	10 00
Endicott, Mrs. Wm. C. F.	10 00	Rosenbaum, Mrs. Louis	5 00
Faulkner, Miss Fannie M.	25 00	Ross, Mrs. Waldo O.	10 00
Ferrin, Mr. and Mrs. F. M.	10 00	Rust, Mrs. Wm. A.	10 00
Fraxy, Mrs. A. C.	5 00	Sanger, Mr. Sabin P.	10 00
Frothingham, Mrs. Louis A.	50 00	Scudder, Mrs. Charles L.	2 00
Frothingham, Mrs. Randolph	5 00	Sears, Mr. Herbert M.	25 00
Gage, Mrs. Homer	175 00	Sears, Mrs. Richard D.	20 00
Gray, Mrs. John Chipman	25 00	Sias, Mrs. Charles D.	10 00
Greenough, Mrs. C. P.	5 00	Sias, Miss Martha G.	5 00
Guild, Mrs. S. Eliot	5 00	Slattery, Mrs. Wm.	2 00
Hageman, Mr. Donald	2 00	Spalding, Miss Dora N.	10 00
Harris, Miss Frances K.	5 00	St. John, Mrs. C. Henry, in memory of her mother, Mrs.	
Hatch, Mrs. Fred W.	5 00	Isaac H. Russell	5 00
Hersey, Mrs. A. H.	5 00	Stearns, Mr. Wm. B.	2 00
Houghton, Miss Elizabeth G.	10 00	Stone, Mrs. Edwin P.	5 00
Hoyt, Mrs. C. C.	10 00	Storrow, Mrs. James J.	10 00
Hubbard, Mrs. Eliot	5 00	Strauss, Mrs. Louis	5 00
Hutchins, Mrs. C. F.	2 00	Talbot, Mrs. Thomas Palmer	1 00
Hyneman, Mrs. Louis	10 00	Thayer, Mrs. Ezra Ripley	10 00
Iasigi, Mrs. Oscar		Thayer, Mrs. Wm. G.	10 00
In memory of Mrs. Harriet L. Thayer, through Mrs. Hannah T. Brown	5 00	Thing, Mrs. Annie B.	10 00
Johnson, Mr. Arthur S.	10 00	Thorndike, Mrs. Augustus L.	5 00
Johnson, Mr. Edward C.	25 00	Tucker, Mrs. J. Alfred	5 00
Johnson, Mrs. Herbert S.	10 00	Vose, Mrs. Charles	2 00
Jolliffe, Mrs. Thomas H.	5 00	Wadsworth, Mrs. W. Austin	10 00
Joy, Mrs. Charles H.	10 00	Walker, Mrs. W. H.	10 00
Kopel, Mrs. Leo, for the Dorrox Sewing Circle	25 00	Ward, Miss Julia A.	3 00
Koshland, Mrs. Joseph	10 00	Warner, Mrs. F. H.	10 00
Lang, Mrs. B. J.	5 00	Webster, Mrs. F. G.	50 00
Lawrence, Mrs. John "E. L."	10 00	Wheelwright, Miss Mary	5 00
Lee, Mrs. George	5 00	Wheelwright, Miss Mary C.	10 00
Lincoln, Mr. A. L.	25 00	Whitney, Mr. Edward F.	10 00
Locke, Miss Emma P.	5 00	Whitwell, Mrs. F. A.	5 00
Lothrop, Mrs. W. S. H.	10 00	Wilder, Mr. Charles P.	5 00
Lovett, Mr. A. S.	5 00	Williams, Miss Adelia C.	100 00
Lyman, Mrs. George H.	10 00	Williams, Mrs. C. A.	5 00
McKee, Mrs. Wm. L.	5 00	Williams, Mrs. T. B.	10 00
		Winsor, Mrs. Ernest	2 00
		Ziegel, Mr. Louis	10 00

Amount carried forward \$1,298 50

\$1,892 00

CAMBRIDGE BRANCH.

		<i>Amount brought forward</i>	\$58 00
Ames, Mrs. James B.	\$10 00		
Boggs, Mrs. Edwin P.	2 00		
Emery, Miss Octavia B.	5 00		
Farlow, Mrs. Wm. G., donation	5 00	Longfellow, Miss Alice M., dona-	
Francke, Mrs. Kuno	10 00	nation	5 00
Frothingham, Miss Sarah E.	2 00	Neal, Mrs. W. H.	1 00
Goodale, Mrs. George L.	1 00	Richards, Miss L. B.	2 00
Horsford, Miss Katherine M., donation	5 00	Thorp, Mrs. J. G.	10 00
Howard, Mrs. Albert A.	5 00	Toppan, Mrs. Robert N.	10 00
Kennedy, Mrs. F. L.	3 00	Wesselhoeft, Mrs. Walter	2 00
Kettell, Mrs. Charles W.	10 00	Whittemore, Mrs. F. W.	5 00
		Woodman, Miss Mary, donation	20 00
<i>Amount carried forward</i>	\$58 00		
			\$113 00

DORCHESTER BRANCH.

		<i>Amount brought forward</i>	\$23 00
Bartlett, Mrs. Susan E.	\$1 00	Preston, Miss Myra C.	2 00
Bennett, Miss M. M.	1 00	Reed, Mrs. George M.	1 00
Callender, Miss Caroline S.	2 00	Sayward, Mrs. W. H.	3 00
Churchill, Judge J. R.	1 00	Stearns, Mrs. Albert H.	1 00
Churchill, Mrs. J. R.	1 00	Stearns, Mr. A. Maynard	1 00
Cushing, Miss Susan T.	1 00	Stearns, Mr. A. T., 2d	1 00
Donation	2 00	Stearns, Henry D., in memory of	1 00
Elliot, Mrs. C. R.	2 00	Whiton, Mrs. Royal	1 00
Fuller, Mrs. Katharine Stearns	1 00	Willard, Mrs. L. P.	1 00
Hall, Mrs. Henry	1 00	Witcher, Mr. Frank W., donation	5 00
Humphreys, Mrs. Richard C.	2 00	Woodberry, Miss Mary, donation	1 00
Jordan, Miss Ruth A.	2 00		
Nash, Mrs. Edward W.	1 00		
Nash, Mrs. Frank K.	5 00		
			\$41 00
<i>Amount carried forward</i>	\$23 00		

LYNN BRANCH.

		<i>Amount brought forward</i>	\$23 00
Caldwell, Mrs. Ellen F.	\$1 00	Smith, Mrs. Joseph N., donation	10 00
Chase, Mrs. Philip A.	10 00	Tapley, Mr. Henry F., donation	5 00
Earp, Miss Emily A.	2 00		
Elmer, Mr. and Mrs. V. J.	5 00		
Sheldon, Mrs. Chauncey C.	5 00		
			\$38 00
<i>Amount carried forward</i>	\$23 00		

MILTON BRANCH.

		<i>Amount brought forward</i>	\$29 00
Cunningham, Mrs. C. L.	\$4 00	Rivers, Mr. George R. R.	5 00
Forbes, Mrs. J. Murray	5 00	Ware, Mrs. Arthur L., donation	5 00
Jaques, Miss Helen L.	10 00		
Pierce, Mr. Vassar, donation	10 00		
			\$39 00
<i>Amount carried forward</i>	\$29 00		

All contributors to the fund are respectfully requested to peruse the above list, and to report either to ALBERT THORNDIKE, Treasurer, No. 19 Congress Street, Boston, or to the Director, EDWARD E. ALLEN, Watertown, any omissions or inaccuracies which they may find in it.

ALBERT THORNDIKE,
Treasurer.

FORM OF BEQUEST.

I hereby give, devise and bequeath to the PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND, a corporation duly organized and existing under the laws of the Commonwealth of Massachusetts, the sum of dollars (\$), the same to be applied to the general uses and purposes of said corporation under the direction of its Board of Trustees; and I do hereby direct that the receipt of the Treasurer for the time being of said corporation shall be a sufficient discharge to my executors for the same.

.....

FORM OF DEVISE OF REAL ESTATE.

I give, devise and bequeath to the PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND, a corporation duly organized and existing under the laws of the Commonwealth of Massachusetts, that certain tract of real estate bounded and described as follows: —

(Here describe the real estate accurately)

with full power to sell, mortgage and convey the same free of all trusts.

.....

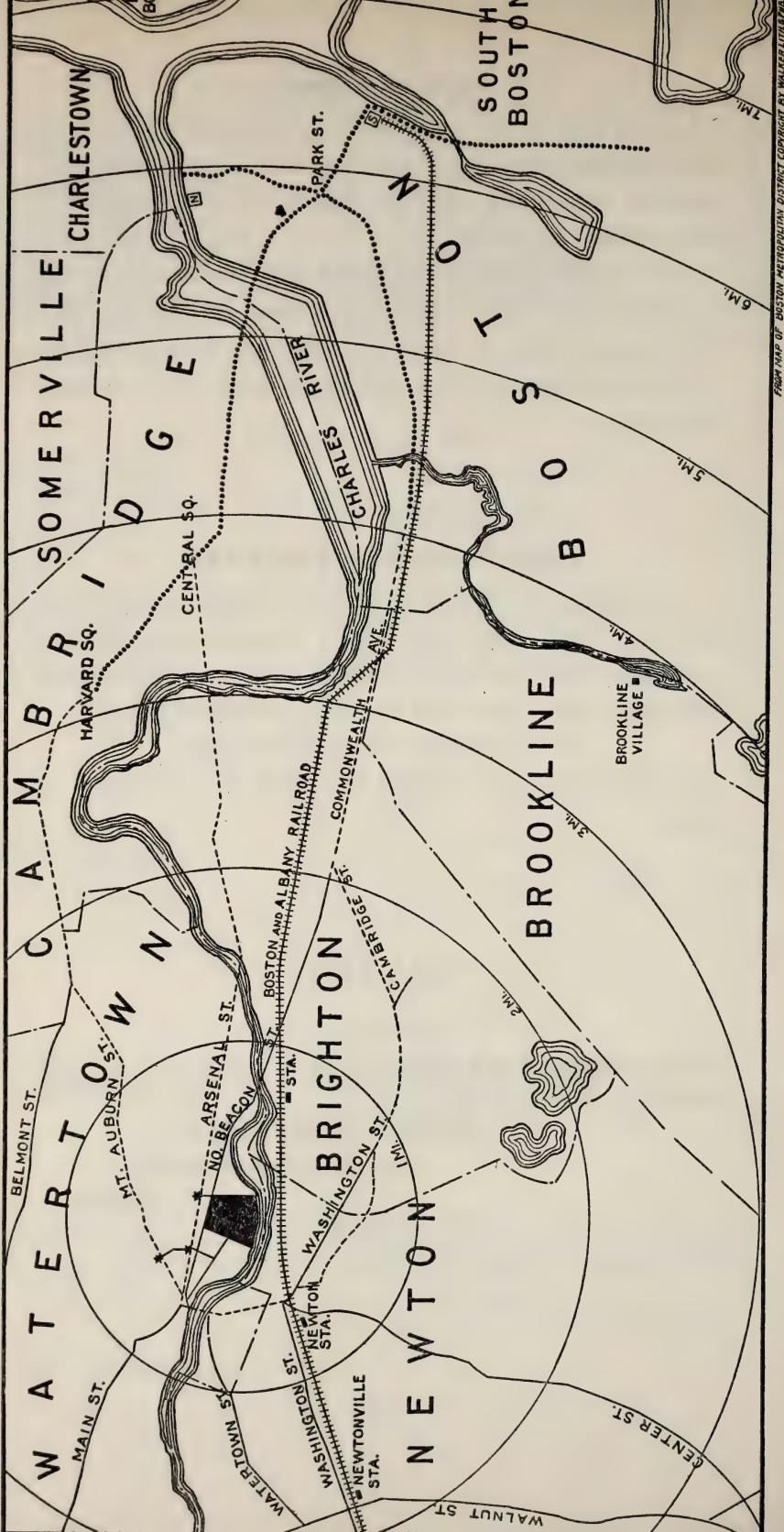
NOTICE.

The address of the treasurer of the corporation is as follows:

**ALBERT THORNDIKE,
No. 19 Congress Street,
Boston.**

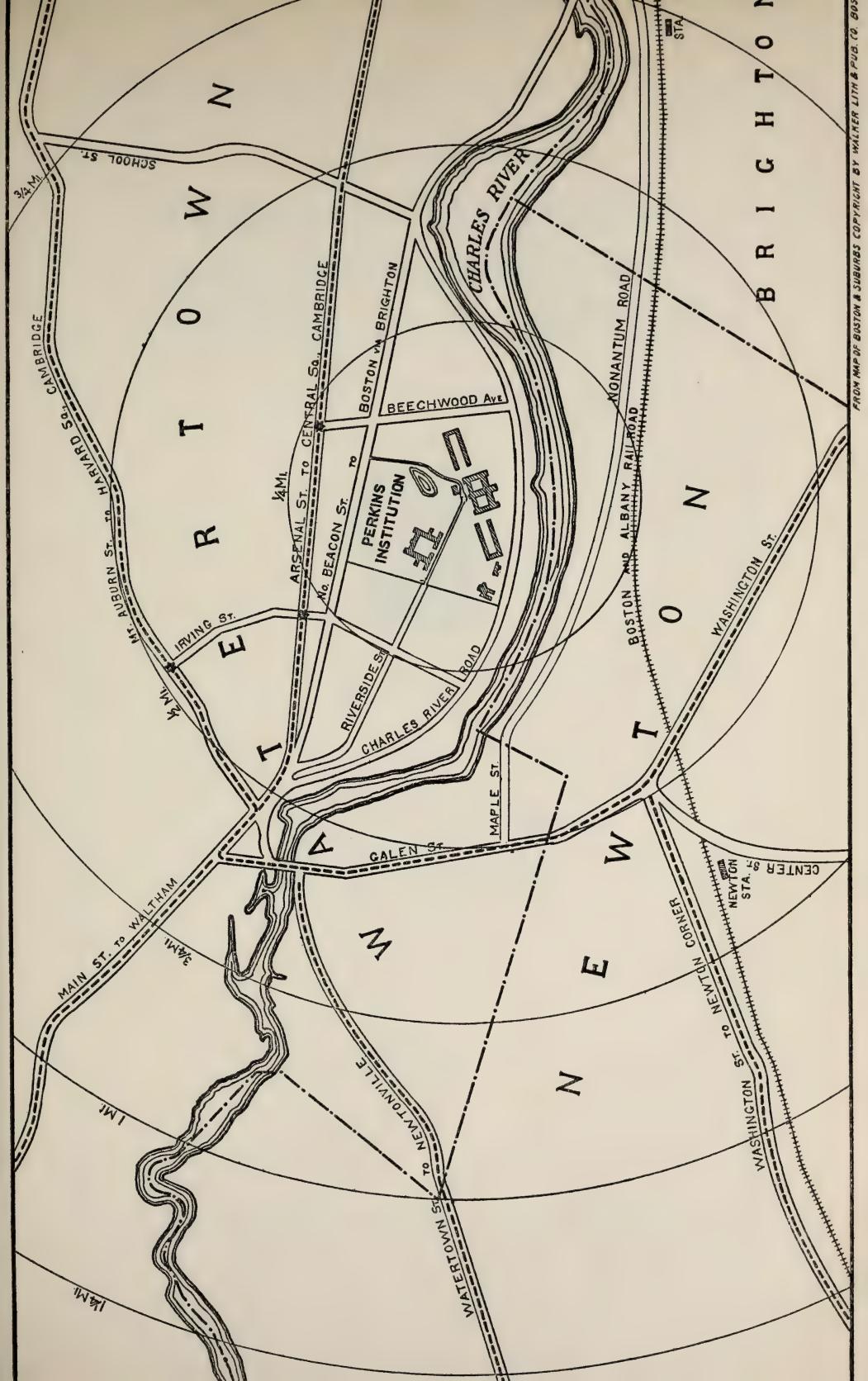
★ CAR STOPS.
----- CAR LINES.
..... SUBWAYS,

HOW TO REACH PERKINS INSTITUTION FOR THE BLIND, WATERTOWN, MASS.



ENVIRONMENT OF PERKINS INSTITUTION FOR THE BLIND, WATERTOWN, MASS.

~~W~~-CAR LINES.



PERKINS INSTITUTION
And MASSACHUSETTS
SCHOOL For The BLIND



NINETY-FIFTH
ANNUAL REPORT
OF THE TRUSTEES

1926

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Girls' Close in Springtime, 1923, from Howe Building

Perkins Institution

OFFICERS OF THE CORPORATION.

1926-1927.

FRANCIS HENRY APPLETON, *President.*
WILLIAM L. RICHARDSON, *Vice-President.*
ALBERT THORNDIKE, *Treasurer.*
EDWARD E. ALLEN, *Secretary.*

BOARD OF TRUSTEES.

FRANCIS HENRY APPLETON.
WILLIAM ENDICOTT.
PAUL E. FITZPATRICK.
G. PEABODY GARDNER, JR.
ROBERT H. HALLOWELL.
RALPH LOWELL.

REV. GEORGE P. O'CONOR.
MISS MARIA PURDON.
MRS. GEORGE T. PUTNAM.
WILLIAM L. RICHARDSON, M.D.
LEVERETT SALTONSTALL.
REV. HENRY K. SHERRILL.

STANDING COMMITTEES.

Monthly Visiting Committee,

whose duty is it to visit and inspect the Institution at least once in each month.

1927.

January . . .	FRANCIS HENRY APPLETON.
February . . .	MRS. GEORGE T. PUTNAM,
March . . .	ROBERT H. HALLOWELL.
April . . .	RALPH LOWELL
May . . .	MISS MARIA PURDON
June . . .	GEORGE P. O'CONOR.

1927.

July . . .	PAUL E. FITZPATRICK.
September . . .	G. PEABODY GARDNER, JR.
October . . .	WILLIAM L. RICHARDSON.
November . . .	LEVERETT SALTONSTALL.
December . . .	WILLIAM ENDICOTT.

Executive Committee.

FRANCIS HENRY APPLETON, *President, ex officio.*
ALBERT THORNDIKE, *Treasurer, ex officio.*
EDWARD E. ALLEN, *Secretary, ex officio.*
PAUL E. FITZPATRICK.
ROBERT H. HALLOWELL.
LEVERETT SALTONSTALL.
MISS MARIA PURDON.

Finance Committee.

ALBERT THORNDIKE, *Treasurer, ex officio.*
WILLIAM ENDICOTT.
ROBERT H. HALLOWELL.
G. PEABODY GARDNER, JR.

Auditors of Expenses.

G. PEABODY GARDNER, JR.
ROBERT H. HALLOWELL.
JOHN MONTGOMERY, *Certified Public Accountant.*

OFFICERS OF ADMINISTRATION AND TEACHERS.

EDWARD E. ALLEN, *Director.*

TEACHERS AND OFFICERS OF THE UPPER SCHOOL. LITERARY DEPARTMENT.

Boys' Section.

FRANCIS M. ANDREWS, JR.
Miss CAROLINE E. McMASTER.
CHESTER A. GIBSON.
ERNEST NEDEAU, *Substitute*
PAUL L. NEAL.
Miss LIZZIE R. KINSMAN.
Miss CLARA L. PRATT.
Miss FLEDA CHAMBERLAIN.
Miss CLAUDIA POTTER.

Girls' Section.

Miss ELSIE H. SIMONDS.
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Miss ANNIE C. WARREN, *Vice-President*.
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Mrs. HAROLD J. COOLIDGE . . February.
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SYNOPSIS OF THE PROCEEDINGS OF THE ANNUAL MEETING OF THE CORPORATION.

WATERTOWN, November 3, 1926.

The annual meeting of the corporation, duly summoned, was held to-day at the institution, and was called to order by the president, Hon. Francis Henry Appleton, at 3 P.M.

The proceedings of the last meeting were read and approved.

The annual report of the trustees was accepted and ordered to be printed, together with the usual accompanying documents.

The report of the treasurer was accepted and ordered on file.

Voted, That acts and expenditures, made and authorized by the Board of Trustees, or by any committee appointed by said Board of Trustees, during the corporate year closed this day, be and are hereby ratified and confirmed.

The corporation then proceeded to ballot for officers for the ensuing year, and the following persons were unanimously elected: —

President. — Hon. Francis Henry Appleton.

Vice-President. — William L. Richardson.

Treasurer. — Albert Thorndike.

Secretary. — Edward E. Allen.

Trustees. — Francis Henry Appleton, William Endicott, Paul E. Fitzpatrick, G. Peabody Gardner, Jr., Robert H. Hallowell, James A. Lowell, Mrs. George T. Putnam, and Leverett Saltonstall.

The following persons were unanimously elected members of the corporation: John T. Bullard, M.D., John H. Clifford, Henry H. Crapo, Mrs. George C. Lincoln, Prof. Samuel Eliot Morison, Oliver Prescott, Mrs. Grace C. Van Norden and Bentley W. Warren.

The meeting then adjourned.

EDWARD E. ALLEN,
Secretary.

REPORT OF THE TRUSTEES

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND,
WATERTOWN, NOVEMBER 3, 1926.

LADIES AND GENTLEMEN:—So few people, even of our own community, seem to realize what Perkins is and has stood for for nearly a century that we shall begin this report with a brief description of it.

Perkins Institution is an incorporated boarding and day school for children and youth who, because of poor eyesight or none at all, cannot get either at home or at public day schools the all-around training they need. Their shut-in bodies and souls can seldom expand and develop as children's should, except through intensive and extensive experience in a highly diversified and stimulating environment especially provided as a sort of children's university for them. We rely for their deliverance upon the workings in it of James' dictum: "Man commonly uses only a part of the powers which he possesses and which he might use under appropriate conditions." In outward respects, however, this school is much like most private boarding schools. Its academic year and vacations are of the same duration as theirs. It employs as large a proportion of picked teachers, and it instructs in even more branches, giving far more attention to music, for example, than any school not an academy of music. To be sure its teaching staff is largely composed of women; but these are graduates of normal schools, conservatories of music or colleges and usually have made education their lifework.

Though our total current expense account for each pupil is about \$800 a year, nearly a half of this goes into "instruction."

Where Perkins Institution differs from most other boarding schools is that, except in a few instances, neither the pupils nor their parents pay tuition. The states which send them to us pay this. But we charge only \$400 a pupil, our endowment enabling us to do so without embarrassment. Again, our pupilage is not so homogeneous as at schools supported by the rich. We give all a chance to make some financial return through light housework and other forms of contributory effort, which we consider the constructive part of their training next best to their separation into small family groups for living. These family groups are the more natural and normal in that the teachers and the taught are thrown together there as much as those boys and girls and their teachers are who attend small, select boarding schools—a contact feature which the parents of these latter pay for handsomely. There are few schools which provide their pupils as many opportunities as Perkins does to listen to lectures and talks of a cultural nature and to the best concerts of a musical city; and there are few residential schools in our country nowadays where the pupils can be said to pay attention in equal degree to the education for which they are supposedly sent. Our pupils make work their major pursuit; but they play a great deal in the open air, and they exercise in a gymnasium and a swimming pool. They contend in inter-cottage field sports for the honor of their school families. They have their little clubs and societies. They dance, debate, give plays, celebrate the holidays, go out freely into the town, to church and on visits, and in general lead much the life of any well-regulated home school.

Our morning assembly at [eight o'clock is chiefly a service of song and is kept inspirational. The fine large choir's active



Kindergarten Girls at Play in Their Living Room, Bradlee Cottage



Perkins Institution, 1926

Kindergarten Girls at Their Knitting in the Living Room, Bradlee Cottage



Photograph by Underwood & Underwood

Snow Fort Built and Defended by Primary Boys



Perkins Institution, 1926

Photograph by Underwood & Underwood

Kindergarten Boys Enjoying Their Coast

repertoire of religious music consists of hymns, selections from oratorios and of about fifty anthems. Everybody seems to want to be present. The Director seizes these occasions to keep himself in touch with his large family.

The departments of instruction, which in aim are primarily foundational, are: first, the kindergarten and the grades up through junior and senior high schools, in which the usual English branches with typewriting and expression are treated and the pupil taught much as in any school; and second, the physical, the manual and the musical. For such as will not advance to high school the manual training early becomes pre-vocational and even vocational. For those who will go on to graduation the pre-vocational studies begin somewhat later. These receive vocational guidance from the one on whom they will later depend for placement in industry outside of any workshop expressly provided for blind people. The school works in full co-operation with the State Division of the Blind, of which, by the way, Mr. Allen is an advisory member.

The curriculum is made practical, a practical education being the blind person's capital. However, our only departments which are definitely vocational or may be so pursued are those teaching certain manual processes or occupational handicrafts, practice housework, piano tuning, poultry keeping, piano and voice teaching and school teaching.

Such being the environment to which our young people are subjected for the greater part of the year for several years, we are often asked what they do after leaving it. Someone has said that "the entire substance of success will be found in the degree to which we struggle upward." According to that definition by far the greater number of our pupils succeed. But considering the general reluctance of the world to employing blind people a surprising number of them succeed in making good in a material way. Like other American boys and

girls most of ours are found following callings other than those specifically fitted for at school. It has always been so; but since the war their range has broadened. Some use music as a stepping stone to business; others, chair-reseating as supplementary to piano tuning. Here is a list of the things our graduates and ex-pupils do nowadays:—Hand assembling in factories and warerooms, conducting lunch stand or store, ticketing, wrapping, inspecting, selling, office typewriting, making household articles, serving as mothers' helpers, poultry keeping, lecturing, writing, entertaining, investigating social conditions, home teaching among the adult blind, operating telephone exchanges, teaching school, teaching music, church organ playing, singing, playing for dances, composing music, piano tuning, practising massage, osteopathy and law, and preaching.

It so happens that at present the easiest openings for our trained girls who can see a little is as mothers' helpers. Mothers often prefer to companion their children with girls brought up at Perkins Institution to having them associate with young servant maids who have full eyesight but who in other respects may be less dependable and fit. Six pupils were placed in such situations temporarily this past summer vacation and have now returned to school. It is not uncommon for several of the older of these to be retained permanently. One girl, a graduate of our course in domestic Science who as "Overbrook Exchange pupil" had shown exceptional aptitude with children, was given by friends last year a course at the Nursery Training School of Boston, in pre-kindergarten work, and is now serving acceptably in a position with children in Buffalo, N. Y.

Our few boys without homes have been less readily placed summers where they had definite duties, but those who have been were able to give satisfaction in light work on farms

among cattle or poultry. Some former pupils, even totally blind ones, have made a life career with poultry.

Chair reseating has been and still is a good home occupation; but since blindness retards hand operations from a third to a half, only an exceptional workman who lacks the guiding aid of eyesight can live by chair reseating alone, unless he gives ten to twelve hours a day to it or has his wages supplemented. Piano tuning is a vastly better calling; but of course for the men only, and of these by no means everyone can qualify. Indeed, where it is evident that a candidate for tuning promises to make but an indifferent workman, we will not certificate him or even train him for that field, since one poor blind tuner at large will do more harm to the cause of his brother tuners than his poor earnings can justify or than a dozen good tuners can neutralize. Then, what right have we to turn loose upon the community poor workmen? Some eighty former pupils follow piano or piano player tuning as a vocation.

Fifty-one classroom instructors in the various school departments to an average of 280 pupils means one to between 5 and 6. While *ensemble* singing may bring over 100 pupils together under one teacher, and educational gymnastics 40, most of the music and manual teaching is necessarily individual. The usual school classes contain from 6 to 12. Above the grammer grades the teaching is decidedly departmental. Such classroom opportunities tend to develop real teaching; and we get it. Most of our staff have served us years, while every new member is carefully chosen both for preparation and promise. To be sure the only advance preparation heretofore available has been general normal training for and with children who see, which has been gradually adjusted afterward on the job to those who do not. In time this way does beget strong teachers; and we have many of them. Indeed, we retain no weak ones. But pick-up methods

in teaching are wasteful. Therefore last year when we started to give a course in "special methods" we could and did draw on individuals of our staff to give instruction in their specialty to a class of student teachers. A good deal might be said of this course, for it is pioneering of a much-needed sort. Our Miss Jessica Langworthy, former boys' principal and now candidate with three other Perkins teachers for the Harvard degree of Master of Education, conducts it. She and others teach the theory and provide the practice of the schoolroom. Both Miss Langworthy and 18 other members of our present staff either have taken or are now taking Mr. Allen's course which, in distinction to this special methods course, may be called one in general method, giving as it does through lectures a survey of the history of the education of the blind and through required reading and visits an insight into the whole field, all of which constitutes background for purposeful teaching in it. Its aim is obviously to transform good instructors into better ones because understanding better the situation of our group of still shackled humanity in relation to life and living; in other words, to develop educators of blind youth. Such scholarly guides are more nearly prepared than are mere teachers of subjects to submerge these subjects in the really important object to be attained—the practical education of the pupils. Education is the best means of overtaking catastrophe.

All this force of chosen teachers—we employ no supervisors—qualifies the personal environment of the pupils and makes for normality and uplift. The word institution too often carries poor connotations; but we believe our institution to be as free from artificial influences as any large boarding school can be. For we have divided it into thirteen self-contained families in which the pupils and their teachers live together and have social contacts that they would not get in



Perkins Institution, 1926

Upper School Boys Examining Specimens in Object Museum, Howe Building



A Room in the Manual Training Department, Girls' Upper School



Perkins Institution, 1926

Upper School Boys Making Experiment in Physics in Alcove of Main Building
Containing Cases of Specimens for Object Teaching

any other way. We are then more than a school,—are an institution with several extension departments serving the cause of all blind people.

We have always had a few private pay pupils from outside of New England. And now meritorious students from far away are more and more coming to us to be trained to teach the blind; twenty-two states of the Union have sent them, as have the territories and countries of Hawaii and Porto Rico, Canada, Cuba, Japan, Holland and Spain. The presence of these earnest people is very helpful to our undergraduates and to our teachers also. It improves the general intellectual tone.

The Perkins equipment is such that these student teachers, residing at the institution as they have been doing, have carried its influence pretty well around the globe. And why not? Because of the growing education of our community in the matter of prevention of blindness and sight-conservation our pupilage does not increase; and, our beds being not entirely filled with pupils, we have room for normal students. We receive as many at a time as we can afford to take. Real friends of the young blind can do no better for them than to promote the cause of the professional preparation of their teachers. May we remind such friends that we are seeking to enlarge our Fisher Fund and our Prescott Fund, which mean free scholarships or part scholarships for these very purposes? The Prescott Fund grew last year by \$3237.

This normal department of ours and that carried on summers at the George Peabody College for Teachers, Nashville, Tennessee, received most hearty endorsement by the American Association of Instructors of the Blind, which met in convention last June at the Tennessee School for the Blind. Our other extensions are: The systematic demonstration exhibitions which we put on for the education of [the local

public, and of college classes in Social Ethics, touching blindness and the blind; the Perkins works department at South Boston, which conducts a self-reliant business of some \$40,000 a year in mattress- and pillow-making and chair-reseating; the Howe Memorial Press which expends an income of \$12,000 in the manufacture and distribution of embossed books and music and tangible appliances and in experimenting for new and useful things for blind persons or their schools, the accessioning of new books and the circulating by mail of embossed reading and music to more than 800 finger readers throughout New England, the collecting, cataloging and preparing for use by students of our subject of all sorts of "blindiana" material; and lastly, our department of home visiting, which we revived last year.

Though we invite and urge the parents to visit the institution at least once, even offering to entertain over night those coming from long distances; though our several housemothers correspond by letter more intimately with parents than the office could do; though we send out written reports three times a year; and though nearly all pupils get home three times;—nevertheless, most of the parents live too far away and are too busy to afford either the time or the money to come, see and understand the conditions in which their children live and go to school. It is but natural that some should suspect any institution of unsympathetic methods. One father told our home visitor last summer that if he should send his child to us he would demand a guarantee in writing that she should be well treated. Under such circumstances misunderstandings often arise between the home and the school, sometimes abetted by the pupil himself, which can only be cleared up through a personal visit to the home. Co-operation between parent and teacher is almost necessary to the real progress even in the day schools. In a residential institution it fre-

quently means the difference between individual success and failure. Explanations by letter are too often wasted energy. The message you take has far greater carrying power than the one you send. For these and other reasons a home visitor is a liaison officer of great service to us.

In our report for 1923 we spoke of resuming this liaison work as soon as the right person for it could be found. We have found her now in Mrs. Cora L. Gleason, who had been a Perkins teacher and matron some years, who had shown a rare practical interest in blind people and who has no less tact than ability. Part of the time she spends at Watertown getting acquainted with the pupils, their histories and their school activities. So, being charged with all the necessary facts about those living in any area to be visited, she drives to each home, crowding as many calls as possible into the vacation periods while the children are there. They expect her; and of course they who know her, welcome her and lead their parents to do so. She calls on every pupil in a given locality—in fact, on every blind person there. She paves the way leading to Watertown for the infants and the children who should be under training; and the former pupils she puts in touch again with their old school. While so calling upon the blind she meets on the one hand their friends and those who ought to be such and, distributing printed matter and pictures as she does, is all the time a sort of extension of Perkins Institution itself; on the other hand, what she reports to Watertown on the conditions found enlarges and clarifies the background of the teachers and so increases their educational power.

Among the many privileges, long graciously accorded the school by various outside organizations and friends to send pupils to professional concerts, has been the gift of thirty sittings for the past twenty-seven years to each series of the

eight or nine concerts performed yearly [at Sanders Theatre, Cambridge, by the Boston Symphony Orchestra. Needless to say, our music department has regularly used these seats and that more and younger pupils went than we should have sent, even after 1910, when the Maria Kemble Oliver Music Fund enabled us to buy tickets for all of our students who needed to listen to music performances of a high order as a part of their education. By means of this Oliver Fund we sent last year nearly 500 students and teachers] to various concerts, recitals and the opera in Boston, the most of these events being of Mr. Gardiner's own choosing.

Our participation in last spring's Boston Civic [Music Festival was by way of a concert] in which the Perkins choir, accompanied by the Vannini Symphony Ensemble, sang in Jordan Hall pieces by Mozart, Brahms, Gericke, and a cantata, "Hiawatha's Departure" by Coleridge-Taylor.

His Excellency, Governor Fuller, attended the public non-musical demonstration by our pupils in Jordan Hall, Boston, in May last, and made an address.

Miss Gazella Bennett, who had been principal teacher to the girls throughout Mr. Anagnos' administration of thirty years and for three years into Mr. Allen's, died this year. As she had visited the school from time to time since her retirement, everybody there knew about her. In June last her former pupils of the Alumnae held in the school chapel a very beautiful and touching service in memory of her who had been so loyal a friend to them. She had given her youth, her strength and her health to the school, having been an invalid and sufferer most of the time since her retirement in 1910. The girls' school is her child, the partaker of her spirit of devotion and loyalty to Perkins Institution and the ideals of its great founder. As a young woman she was always ready to try the new in education and, if it proved helpful, to



Perkins Institution

May Breakfast in the Open Air, 1923, Given by Girls' Class in Practice Housework



Geography Room, Girls' Upper School, Showing Plasticine Work and Layouts of Local Interest



Perkins Institution, 1926

Photograph by Underwood & Underwood

Upper School Girls Studying Big Relief Globe

adopt it. She introduced both Swedish gymnastics and kindergarten methods, first studying them herself outside and then teaching them. She had long talked of a domestic or home-making department. When her dream was realized in a separate house in Watertown the house was named by request of the alumnae Bennett Cottage.

When, after her long and sympathetic contact with Mr. Anagnos as director, Mr. Allen came, a younger man with some different ideas, Miss Bennett immediately gave her loyal support to forwarding the new Director's plans. It is such associates as she that have made Perkins what it is, not merely a place but a spirit.

Last spring our attending physician since 1913, Dr. Oscar Creeley, resigned. Besides being a most competent doctor he is a surgeon, and he gave the pupils the benefit of his skill. His interest in the institution and its people was both practical and sympathetic.

On October 1 of the current year, 1926, the number of blind persons registered at the Perkins Institution was 312, or five more than on the same date of the previous year. This number includes 78 boys and 87 girls in the upper school, 56 boys and 54 girls in the lower school, 14 teachers and officers and 23 adults in the workshop at South Boston. There have been 51 admitted and 43 discharged during the year

Causes of Blindness of Pupils admitted during the School Year 1925-26.—Ophthalmia neonatorum, 5; Accident, 1; Optic atrophy, 11; Congenital defects, 3; Congenital cataracts, 6; Phlyctenular keratitis, 1; Interstitial keratitis, 1; Chorio-retinitis, 1; Choroiditis 1; Detachment of the retina, 1; Buphthalmos, 2; Microphthalmos, 2; Hyperopia, 1; Corneal opacities, 1; Leucoma, 1.

DEATH OF MEMBERS OF THE CORPORATION

E. PIERSON BEEBE; MISS GAZELLA BENNETT; SAMUEL PARKER BREMER; COL. AUGUSTUS GEORGE BULLOCK; EDWARD P. CHAPIN; JOSEPH RANDOLPH COOLIDGE; DAVID HALE FANNING; DARIUS LEE GOFF; S. B. GRIFFIN; MRS. EMILY MARSHALL, widow of JOHN H. MORISON; HENRY G. PICKERING; MRS. FRANCES SPOFFORD, widow of WILLIAM A. RUSSELL; REV. GEORGE A. THAYER, D. D.

All which is respectfully submitted by

FRANCIS HENRY APPLETON,
WILLIAM ENDICOTT,
PAUL E. FITZPATRICK,
PAUL REVERE FROTHINGHAM,
G. PEABODY GARDNER, JR.
ROBERT H. HALLOWELL,
JAMES ARNOLD LOWELL,
GEORGE P. O'CONOR,
MARIA PURDON,
OLIVE W. PUTNAM,
WILLIAM L. RICHARDSON,
LEVERETT SALTONSTALL,

Trustees.

A SURVEY OF THE WORK FOR THE BLIND IN THE UNITED STATES FROM ITS BEGINNING UNTIL NOW

I beg your indulgence in listening to my attempted survey of our history of ninety years, compressed into a convention paper of thirty minutes. Obviously it will omit much and may not unfairly be compared to a thumbnail sketch which, though telling the truth and nothing but the truth by no means tells all the truth. Yet I trust my portraiture will be considered authoritative. In painting it I have tried to be fair and impersonal, to avoid strokes of fancy and brag; and I have spared you statistics.

The year 1830 stands at the parting of the ways of the old and the new education of the blind; for it was then that Louis Braille opened up to his fellows in blindness a real medium of tangible reading and writing, instrumentalities without which their present-day education is inconceivable. Now it was about this time that America, though spurning this new-fangled instrument as Choctaw, began her three pioneer schools. The impulse to do this, which came from France, naturally first struck the Atlantic seaboard. Certain medical men, who had been studying abroad, brought the idea home, disseminated it among their friends, and so compassed the incorporation of the three schools indicated. The movement had to be one of private initiative, neither public opinion nor the public purse being prepared for so novel an enterprise.

New York gathered the first class. While one Dr. Russ experimented there with three blind children from the almshouse, another doctor of medicine, Howe, also a Philhellene, went to Europe to study methods, the result of which survey he brought home to Boston. To Philadelphia there happened to come one Mr. Friedlander, a thoroughgoing German already experienced in teaching the blind. The procedure of these pioneers, backed as they were by boards of influential citizens, was identical. They trained their little groups; they exhibited them before wondering audiences to whom they then and there appealed for funds; and next, de-

This paper was presented by Mr. Allen at the Twenty-eighth Biennial Convention of the American Association of Instructors of the Blind, Nashville, Tenn., June 21-25, 1926.

scending upon the legislators, they captured the hearts of these supposedly obdurate gentlemen, who forthwith responded with helpful appropriations of money. Bands of public-spirited women next gave fairs; and here and there wealthy citizens bequeathed considerable sums. So things started off well, though in a very small way. Each little school promptly settled where it could, pushed its experiments with pupils, and began tours of demonstration, to which from all accounts they gave much time and effort, traveling as they did in ever-widening circles throughout their respective states and even into adjoining territory. These expeditions were necessary alike for gathering funds and gaining pupils; and they achieved both objects. But all this experimentation, preparation and the exhibition trips, though deeply appealing to the onlookers, were hard on pupils and teachers alike. Russ of New York resigned after two years of it, and Friedlander of Philadelphia died after seven.

Tribulation besets the pathway of most pioneering. Fortunately in this case its course was quickly fruitful in both progress and development. And any one of the present generation who takes things for granted will do well to study the history of these early sacrifices and to try to appreciate our debt to them. What would the teacher amid present-day facilities and superfluities think of conducting school not only under primitive conditions but also without special apparatus except that which she had herself made—no books, no slates, no maps, no educational tools of any sort, for the pupils to work with. However, American ingenuity and persistence soon managed to overcome these obstacles, or the very first pupils would speedily have been returned to the wayside and the homes from which they came. Those were the days when the principle of faith, "they can who think they can," applied quite as much to teachers as to pupils. Most of the instruction had to be oral—hard and tasking, no doubt, though when well done it is still a golden way. It will not do to slur the pioneer schools. They had to be good: their very life depended on excellence.

Common school education, that had languished during the critical period following the American revolution, began to feel a renaissance which had already opened "deaf and dumb asylums" and which now eagerly welcomed the news that the blind too could be trained. This news traveled westward and southward from the three cities named, often so hard on the heels of new institutions for the deaf that sentiment and a desire to help both classes of children outran reflection and the perception that the means of penetrating their shut-in-ness are diametrically

opposite and cannot properly be used together; moreover, that the two groups do not like to be brought together at all. Even so, fifteen of our institutions for the blind began in such unnatural yoke, but most of them unhitched as soon as the blind contingent, always the little ox, could get a fair hearing. Herein some patients showed themselves wiser than some doctors. Finally, in 1886, the Association of Instructors of the Blind in convention assembled, took up the matter and voted unanimously in disapproval of dual schools. A recrudescence of the idea which appeared a few years ago in Vermont again demonstrated the scheme to be unworkable.

I have found a statement to the effect that bringing blind pupils and deaf pupils together in social contact might tend to neutralize the class consciousness of both, which the superintendent making it felt inevitably followed their separate massing in institutions; and another statement that for a period of years the Iowa College for the Blind actually admitted as pupils varying proportions of children with almost perfect vision, perhaps with the hope that this leaven of sight would help normalize the rest. It did help the blind somewhat but hurt the seeing; and being deemed unjustifiable in any case was finally stopped.

Once the semi-private schools were well begun their multiplication as public state institutions west and south was rapid—too rapid indeed to be altogether wholesome, even where distinct from the deaf. A few superintendents reported amid their various struggles in making a start that it would have been better policy to consider a school already established a regional one for a section of states. And so it probably would have been until each state had had the benefits of deliberation. Some of them would not have located in small towns or out on the wilds, as a few did merely because somebody had donated land there. Certain communities did sink state pride and send pupils a while for schooling to adjacent territory; and at least six states and the District of Columbia still do so. Others either pioneered all over again, sent out a questionnaire or a visiting committee or, as in the case of Ohio, got Dr. Howe to open at Columbus a "specimen school." One zealous blind man, Samuel Bacon, started institutions in three states; another, William H. Churchman, even planned and superintended more than one and wrote reports that are still standard. Generally speaking, each new venture began much as the three pioneers did;—that is, either trained or borrowed pupils already trained and, having demonstrated on tour the educability of blind youth, swelled their pupil population pretty fast. As soon as they could they

sent emissaries eastward to observe and gather in the experience of the older schools, especially those of them which were incorporated and were free to experiment in proportion as they became better and better endowed.

The early superintendents or principals, taking them all in all, were an interesting and thoughtful set of men. Their reports show this. Several had had experience in the earliest institutions. Only a few stuck, however; in most places the administration changed too often for good results. All American pioneering was then restless, our work no less so than others. Stability could usually be looked for in the South, but far less in the North and West, where in not a few states political interference later wrought havoc and kept on doing so for many a year; and the end is not yet. Only last year two young people from two different institutions told me that they had been pupils under four administrations. In one "borderline state", where party supremacy shifted often, the same superintendent see-sawed in and out three times. I am credibly informed that in that state members of the institution staff were expected to contribute to the political funds of the party in power. About a quarter century ago a superintendent who stands among our first half-dozen in educational influence, Frank H. Hall, was ruthlessly turned out, the first time in favor of a clergyman who knew nothing about blind people; and the second time he resigned rather than drop a given quota of his staff to make place for appointments from Springfield.

There is nothing that business needs more than the assurance that the good servant will be kept on the job and be promoted accordingly. As with our superintendents so with our promising teachers. Many have quit the field for a better, and to the impoverishment of the service. Had it not been so our work might by now be as much a profession as other types of education are. Fortunate indeed is any institution that can point to one long uninterrupted policy. A man boasted one day of being superintendent number three in an incorporated school already three-quarters of a century old; but Superintendent Huntoon of Kentucky went him one better by claiming to be number two in a state school almost as old. We know, however, that such claims are not at all typical of American practice.

Like other residential institutions of the period, most of ours for blind children followed in general the European prototype; that is, so far as the pupil "inmates" were concerned, they were congregate and institutional. Though their object and purpose was to give blind children and youth the

advantages of education, they were even less selective than the common schools, admitting along with their bright and promising students, as most did and many still do, pupils who were borderline in that they were doubtful mentally or could see too much or were too old and too set in habits to be properly placed there. Their administrators designated their courses the intellectual, the musical and the mechanical. One of the pioneers imported an intellectual instructor from France and a mechanical, from Scotland,—blind men. But for their music they often had in the best local talent; for example, Lowell Mason in Boston and Theodore Thomas in New York. With the capable and brilliant pupils all presently got commensurate results in the three departments. From these they generalized that the preparation of the blind for self-support was simple and sure. Music for some, but for most manufacture offered the ever-present means. They trained troupes of singers and bands of players who gladly gave concerts for publicity and sometimes for admission fees. This did no particular harm and became in time self-corrective. But they required practically every pupil to go to the shop afternoons, there to make things for sale. Shopwork was to furnish not only relaxation from school studies but also physical exercise; moreover, it was to establish habits of industry. But above all it was to impart a trade. At the year's end the management published debit and credit accounts in which matters looked pretty well, since home maintenance and salary were not included. Schools are not expected to include such items. But when their trained handicraft men left and started in on their own hook at home what had before looked rosy now looked blue enough and was so. Ex-pupils came drifting back and, being taken in again, swelled the shop until it threatened to absorb the school. The earliest institutions were hard hit—the two that had suffered from frequent changes in administration all but lost their character as schools; the one just saving this by bursting its bonds through radical legislative enactment, the other compromising by the continuous transfer of older pupils to its home department, yes, even to its teaching corps, until the aged principal, after forty years of such paternalism, died in the satisfaction of having seen established in his city a completed system for his blind people,—a school for the education of youth, separate working homes for the industrious, and a retreat for the aged and infirm. Of all the many industries tried out, broom-making gave the greatest promise, but chair-reseating has persisted longest.

There was no general conference of superintendents for twenty years or until 1853, at which time it was proposed and the vote actually carried

that "every institution should offer employment to all its graduates of good moral character." Such paternalism was nothing less than a confession that the enthusiastic expectations of the pioneers had not been fulfilled. The school movement itself had begun as a benevolence and, though continued as a duty, had nevertheless jogged along without much enthusiasm and taken on more and more the essential character of a charity. This was perhaps inevitable, for the education of the deaf was also deemed a charity. And we not only find both classes generally reporting to state boards of charity but even harnessed in so doing with imbeciles and delinquents. That the departmental name has been often softened to boards of control hardly alters the situation;—the status of the blind all over the world is still more charitable than educational. Perhaps this is not to be wondered at, so long have the lame, the halt and the blind besought our pity; so long has blindness typified beggary. Which one of us Instructors now living has not felt called upon to declare and maintain that our residential institutions are not asylums but schools? Even so, as recently as 1908 a new institution in our still sparsely settled northwest opened as the State's Asylum for the Blind and located in a little village. Which of our back reports can boast that it has not grouped its lists of "inmates" under males and females? Some still do so. The expression "indigent blind" is common even in legislative enactments and among rules governing the admittance of pupils. It was borrowed from England where an ex-pupil of a "School for the Indigent Blind" is said to have declared that it would be more truthful to call his alma mater the School for the Indignant Blind. My own institution is no exception, though its distinctive name, Perkins, has saved it much; for it began as the New England Asylum and was spoken of within the present century as the Blind Asylum by Julia Ward Howe, herself.

Dr. Samuel G. Howe, her husband, the man whose works and writings entitle him to pre-eminence as educator of the blind of America, came to have so many other public interests that he later yielded to William B. Wait of New York in actual country-wide influence upon his colleagues towards lifting the status of our institutions away from the merely charitable. Both of these leaders treated manual training as a means, not an end, and saw that to rest education on trade teaching was fatal. But the younger generalissimo applied himself to leading our cohorts in his day and generation. He labored alike at Albany and at Washington to help the blind through legislation. He dominated our conventions and all but had it voted that in his pet type our books and music should be forever

embossed. Though his opponents respected his sincerity and feared his displeasure they refused to treat his type as sacrosanct or criticisms of it as blasphemy.

Were the story of the type question to be told it would fill a book. I must put it into a nutshell, and also omit the sound of battle and the smell of powder. Haüy, the father of the blind, had imposed the fundamental principle that *you must establish all the contacts you can between the blind and the seeing.** Howe and Friedlander accepted that principle even to the extent of insisting that the characters of the alphabets should be similar. Russ did not; and both during and after his superintendency experimented with various sets of arbitrary characters, including those in points. Had he not quit our work for another the history of our types must have been different. As it happened the field was left to Dr. Howe, who so improved the Roman form as embossed in Europe that his young pupils could read it fluently, some of them through several thicknesses of handkerchief. Where a Jovian personality implants with faith the motto "Obstacles are things to be overcome," even line type is conquered. It was either Howe's books or no books; and he began to turn them out so fast for those days that he could soon claim having a greater and a better embossed library than anyone anywhere else in the world. He sold his books at cost; he lent them; he even gave them away. Every school in the country used them and had no others. The institution in New York City used them. Mr. Wait as teacher there had had ample experience with them; and he was righteously dissatisfied. On his becoming superintendent—for it took even him years to get his title changed to principal and that of his institution to institute—his investigations began. Returns from a questionnaire disclosed the fact that only 34% of the pupils of our several institutions read line type with satisfaction to themselves or their teachers. Whereupon he enunciated the principle:—Whi h is the more important, that all the young blind should be able to read, thus being made, in fact, like the seeing, or that they should be taught to read an alphabet which in some sort resembles that used by the seeing but by doing which only a third of them will ever be able to read with any pleasure or profit? Now, having worked upon an alphabetic system, which, by the way, Russ claimed was one of his, whose characters were composed of points in arbitrary combination, he had this "New York point" tried out and got such superior results that converts to it speedily grew into an army which routed the disciples of the Haüy principle as applied to the

**Il faut autant que possible faire rapprocher les aveugles aux clairvoyants.*

type for finger reading. Texas and Massachusetts long remained strongholds of the old line; but even they have abandoned it for a point type which all their pupils can both read and write, whether as language, mathematics or music.

In the 1870's a different point type, the braille, Americanized and improved for reading and writing ordinary language, was interjected but gained little headway until Mr. Hall, of Illinois, in 1890 and 1892 put out his braillewriter and stereotypemaker, the latter of which promised so to revolutionize the process of printing that the champions of Braille counted upon driving New York Point from the field. But,

"Let him not boast who puts his armor on
As he who puts it off, the battle done."

The New York David, obsessed with the one idea that his point system was all in all, came back wielding his kleidograph and stereograph; and it was again nip and tuck until well within the present century when the blind themselves tactfully called a halt and gradually, though not without hazard, brought about the general adoption of the original Braille alphabet and music code and with them that consummation long devoutly wished, world-wide uniformity. Here again the patients were wiser than the doctors. The controversy had been long and fierce. On the one hand it had been wasteful of resources, prevented harmony and postponed the proper reliance upon textbooks and the embossed music score, and also the calm discussion of other important questions. On the other hand it had waked people up, induced more Instructors than before to study the arbitrary systems their pupils were taught in, and has resulted both in so improving, speeding up, and cheapening the means of book and music score production at home and abroad and in so uniting the blind of both hemispheres on one system that there is little question with most whether or not the gain was worth the cost. Here, at least, world organization has triumphed as against American isolation.

There are still left a few of us who took part in the fray. We went religiously to all conventions; and, as for the annual meetings of the American Printing House, not a few of them were inconveniently large. But the one-man-run conventions of those days were not what they are now. The turning point was in 1910 at Little Rock. Reading the papers of that convention is a joy, and of all since then. I commend them to succeeding generations. There is now at hand an Index of the proceedings of the first fifty years of this American Association of Instructors of the Blind.

This Association of Instructors being necessarily exclusive, blind people, not instructors, who wished to be heard and have their voices count, formed themselves in 1895 into an Association of Workers and admitted to full membership anyone interested in the general subject on payment of dues. Since 1900, when organized effort for the adult blind, a separate and distinct movement, really got on its feet, the biennial conventions of the Workers have grown to be larger than those of the Instructors. Their deliberations have usually been generous and broad and have treated all sorts of subjects, not excluding even pure education. Unfortunately their proceedings have seldom been published. It was a committee of this organization which is chiefly responsible for settling the type question. We are proud of such achievements by and through our former pupils. Many of the vital things in the history of our education have been contributed by blind people.

The cornerstone of this education being the embossed book, an epoch was made in 1879 when our Federal Government voted the American Printing House at Louisville a yearly income of \$10,000 to be distributed in the form of reading matter (and a little tangible apparatus) to the schools in proportion to their quota of pupils. This truly American largess—for nothing of the kind is done elsewhere—soon gave the blind at school the advantages of having their own textbooks, something new in the history of the world. Of course, such literature as they had in line type could scarcely claim these advantages, since fewer than half the pupils read them. But as the books and music pieces in a point type increased in number and variety all classwork could be put on a new basis; and it was so put. In 1918 the annual government grant was increased to \$50,000; and the American Printing House being soon after placed under a superintendent who gave all his time to it, the output has reached unprecedented amounts, which would have already taxed the capacity of the school shelving, had there not been a displacement of the old types by the new. This cheapening of the value of the embossed book in the eyes of those who use them places a responsibility on the teachers they never had before; for abundance of a good thing, even textbooks, has its weak side as well as its strong. It is human as well as typically American to abuse the privilege of prosperity; but those who cannot see especially need to realize that thrift and thrive come from the same root.

Here let me refer to the influence upon us of that American school in England, The Royal Normal College and Academy of Music for the Blind, which began its remarkable career in 1872. Its working theory

represented a departure from the usual in that it undertook both to prepare its pupils for careers in the world and to help launch them there. To effect this in the case of the blind two things were essential, physical well-being and superior vocational training. To attain the first, every progressive means was put in practice—gymnastics, swimming, skating, cycling, competitive distance walking and play. To provide the second only the best instructors were employed, and for music, regular attendance upon professional concerts was required. The college certificate in piano tuning bore the signature of a member of a piano firm of national repute. Its choir, organists and pianists were demonstrably superior, and they were kept before the public.

In 1886 four of its best musicians toured our eastern states and gave concerts which American schools could not match. Dr. Campbell, principal of the College and conductor of the party, was a most compelling educator, and for his service to the British blind was afterward knighted. Of course his influence was felt over here through his published reports, his visits to our schools, attendance at our conventions, the above-mentioned public concerts, and through the six of his American teachers who afterwards taught the blind here.

It does not follow that what American boys and girls learned in the days of the little red schoolhouse was not well worth while or that what our blind pupils were taught before the days of grading and textbooks was not admirably taught. But it does follow that since those days a greater proportion of the pupils have been put on their own resources in study and that when these came under good and conscientious teachers they have profited as they could not have done before. However, one effect of this undoubted advance has been partially to restore to practice Hauy's principle, which involved patterning after the seeing even where this is pedagogically not best, as in the servile reliance upon complete books, arithmetic slates, manufactured maps, etc., and so abandoning the asset that blindness often confers upon the student of forcing him to use his mind. Surely it is unfair to assert that all our teachers in the time of line type were better because of having to be more resourceful than they are today. But it is doubtless truer than ever that at present wherever there is slack management, the inferior teacher can hold her job. When the future student of our subject reads the Efficiency Committee's report of 1922 he will perceive not only how little standardized our instruction has become, which is well, but even how artless much of our leadership must have been,

which is not so well. It matters not that our curriculum may parallel that of the public school or that graduation from our high-school departments may now admit to colleges. Altogether too many of these A. B.'s of ours apply for positions to teach in our special schools, which helps to substantiate what Sir Francis Campbell used to say, that, "a practical education is the blind man's capital."

Music, which deserves better treatment in this survey, must be dismissed with the barest mention. Though included from the beginning, it was not put among the things intellectual. It was deemed vital, however, since by its means the minds of the blind, as Churchman avowed, "are won to dispositions necessary to their instruction in other matters." Rote singing and other simple imitative methods were first employed; next, reading the score to the pupil sitting at the piano. The really musical who were also intellectual, acquired a considerable musicianship in this way, and numbers made a career of it. But it was not until the systematic use of a practical tangible notation was recognized and allowed that the pupils as a whole could be said really to study music. Nowadays, with adequate fundamental training in solfeggio, based upon this notation, and the old duplication of effort in copying out tangible pieces avoided because of having a library stocked with them, and with practice for technique, and an understanding of harmony, counterpoint and musical form, there is no limit to which the competent student may not go; and some there are who attain uncommon heights. For the many, however, the long and careful study of music serves chiefly as an enrichment of life, being as it is the one fine art open to those who cannot enjoy light and color.

With the adoption in America of the tangible notation and all its potentialities, which followed,—just think of it!—a whole half-century after Louis Braille had given it to the world, came also the lowering of the age at which children were admitted to school, viz., from nine years to six. The usual age limits had once been from twelve to seventeen or twenty-one. Only when our kindergartens began to appear in the 1880's and with them a possibility of a twelve to fifteen years' schooling did our young blind come into their own in music and in general secondary education. But so long an attendance at an institution has its special dangers, which call for neutralization in various ways, such as the systematic socialization of school life for all, coupled with more frequent vacations for home visits, and the utilization of extra-mural opportunities for our brightest and best.

Kindergarten training for blind children may be defined as the best means yet discovered for adjusting them to their environment; and with this definition I must dismiss the subject. Of course, the lengthening of the curriculum for graduation with high-school diploma followed the realization of the fact that labor-saving machinery more and more shut out the handicrafts as a possible source of livelihood. In general, therefore, the course has come to be fundamental and pre-vocational training in the several departments of study; and the only promising subject vocationally finished by very many within the school itself has been piano tuning. No other single calling has paid so well.

Together with the turn of the last century came numerous expansions and extensions of the work for blind people, by far the greater number of whom have lost their sight after school age and form a real problem. I have mentioned the inclusion of the adult. Teaching reading and other occupations to many of these in their own homes opened up a new field for the employment of some of our graduates. This and the placement of others by private association and state commission, to work alongside the seeing in factories and elsewhere, reacted with quickening effect upon the schools. Charles F. F. Campbell must be mentioned as being both harbinger and chief promoter of this wonderfully hopeful idea. He likewise created and kept going for sixteen years our first real printed organ of communication, *The Outlook for the Blind*. To be sure, *The Mentor* had run a dignified four-year course, in the 1890's, when it ceased publication, partly for lack of support—a matter which continually threatened also the life of *The Outlook*, and was a direct outcome of our continuing individualism or separation in space and in spirit. But the American Foundation for the Blind, the newest venture of magnificent promise in our field, at present emphasizing those ever-present needs, publicity and research, has now taken this organ over, partly as its own mouthpiece, partly as the mouthpiece of everything new and old that is encouraging in the whole field of blindness and the blind.

In 1904 came the free franking privilege for all embossed reading between libraries and finger readers; and this caused: first, the creation of many regional libraries and a prodigious increase in the circulation of the big books; and secondly, a demand for the popular *Matilda Ziegler Magazine for the Blind* so vast that some people expected the mails would surely be clogged. Its chief effect was service to the adult blind, they who needed it most. To them it has been the next greatest

boon to the now ever-present radio—the radio which is an instrumentality destined to serve both them and our general cause by showing the great obstructing world of seeing doubters that eyesight is not necessary to the enjoyment and understanding of concerts, lectures and sermons, baseball matches or even dramatic plays. From this point of view the radio may have inaugurated a new era in our education, the era of diminishing prejudice against the blind.

About 1900, too, occurred the first reconstruction of an old and grimy congregate city institution as a new and beautiful cottage school in the suburbs. Messrs. Anagnos, Huntoon, Morrison and Wait, "the big four," as they were called, when they visited that reconstruction which cost about one-third of a million, very naturally judged it too costly for the material it was built to shape. Eight or nine hundred dollars in plant per pupil used to be deemed about right; and this layout made the *per capita* several times as much. Up to then the inevitableness of most blindness,—the pessimism of futility in trying to lift up to the utmost what God had put down,—still shackled men's minds. Now a sane optimism sees in each human being the image of its creator and labors to bring to bear upon it every environmental influence that promises uplift to body and spirit. In consequence nine other residential schools have followed and blossomed at commensurate cost in suburban locations, three of them planted there by the successors of the very four critics of the new philosophy.

The times have changed and we with them. When in the last quarter of the past century our leaders swept away their manufacturing departments and with them the old notion that the institutions should give employment to all their ex-pupils of good character, the pendulum swung too far the other way; so that many of us said: "When our children leave, we accompany them to the front door, bid them Godspeed, and there our duty ends." Yes, I confess it;—I allowed myself to say the same. But no sooner had I reconstructed an institution than that school reconstructed me. I recall very well daring to say as much in a printed report and feeling that I had crossed my Rubicon. Helping our graduates to jobs is now the thing—or should be everywhere; and the day is approaching when no school for blind youth will not systematically lend a hand both in vocational guidance and in placement. Practically all other kinds of schools do it, which have far less call for it than we.

As a sign of the changing conception of things, in 1905 an instructor

of the Kentucky school, noting that athletics acted as a corrective and tonic for youth, introduced football and some field sports for blind boys and won a few matches with local teams of seeing boys. This was the beginning of actual meets between three or four of our schools in adjoining states and of the national inter-school athletic contests which now take place simultaneously every year, each team on its own home field. The effect of this sort of thing is magical. It serves to stimulate physical prowess, carrying with it the subtle effect of doing one's best, and to give our boys and girls the feeling not merely of fancying themselves like other boys and girls but of being so in fact; and what is more, it disinfects their dark corners and it fosters and strengthens that superb quality called school loyalty. There is little like physical well-being to promote hopefulness, and hopefulness everyone knows is a state of mind necessary to success.

In many places commissions and private associations for the adult, co-operating with the schools, have both placed our trained young people at work outside of special subsidized shops and have followed them up there; in other places a Holt or a Delfino has done this. With the advent of the stereotype-maker and the "clothes-wringer press," there was made possible and practical the public day school for blind children, which by now has spread from Chicago to some fifteen cities. Frank H. Hall, the promoter of the idea, would have had us scrap our plants and send our pupils to the public schools, so sanguine was he of the essential fitness of the thing. While we have not done this and probably never shall do it, we have improved our residential schools to meet the criticisms that they were institutionalizing their pupils. We have stressed socialization and participation, and have otherwise striven more than hitherto to meet our *in-loco-parentis* responsibilities and obligations. A few have even subdivided their institution communities into families in the running of which every member lends a hand and in which the old social distinction of teacher and taught is minimized.

But if we haven't sent all our young pupils to public schools we have, when feasible, begun to send out to them those older, brighter ones who had acquired while with us sufficient foundation, and we have brought about reading (in a few states even all-covering) scholarships for students of the higher education. What with the prevention of blindness campaigns and the establishment and rapid multiplication of sight-saving classes in the public schools of many states and cities,—the latter,

an idea borrowed from England,—the number of our own pupilage does not grow with the population but remains nearly stationary; and this is well.

In 1919 Dr. Best published his great book, "The Blind,"* and has put all of us under obligations which I doubt if we sufficiently recognize. There is nothing comparable to it in any other language.

Many developments have boomed our general cause within the past quarter century. But we should be modest;—there remains much to do, much to learn. What some of these shortcomings are, we heard from another at the last convention. Many of us are much too complacent with what we give our pupils. I think more of us should try to remove all secondary handicaps such as spinal curvature and speech defects, test our pupils' minds and capacities and then rate and teach, advance and steer them accordingly, but as individuals rather than by grades, perhaps even to put the promising and the unpromising in different institutions; certainly to send more of the capable and worthy to schools outside to measure themselves with others there. Only through psychological study can we prove or refute the pleasant claim that the blind are but seeing people in the dark. Last, I must press upon your attention the promotion of an adequate preparation for teaching blind children, of raising the scholarly standard of the staff and improving its general intellectual tone. England and the other educationally progressive countries of Europe and Japan have this; why not we? Familiarity with the history and psychology of the subject, and then, too, background or a knowledge of the conditions from which our pupils come and into which they will go after school days, are needed to transform their teachers from mere specialists into educators. The demand for this is fast approaching. Two or three schools, a university and a teachers' college are already offering courses on the education of the blind. We should ourselves understand that when public opinion discovers us living up to such professional practices as teacher training, then and not until then will it begin to concede to us educational status. There is much truth in the statement that teachers are born not made; it is a fact that there was once even strong opposition to the establishment of normal schools. But so long as it is still asserted that "anyone can teach the blind," so long are their schools charitable institutions and is their training mere social service.

* "The Blind: Their Condition and the Work Being Done for Them in the United States" by Harry Best, Ph.D. Macmillan.

In 1878 a list of the occupations of former pupils of our American institutions was compiled, which was deemed encouraging. Were one made now, it would be more so. Proportionally fewer would be found standing in the begging line. The recent broadening of the whole field of agencies to include the adult (which makes a directory of 347 pages), the continued solicitations alike for needed and for sentimental causes, and the rather alarming demand for flat pensions by many, some blind, some seeing, as the easiest way out, have naturally lowered our apparent success in selling results to the public. Even so, considering American democratic education as mediocre, which it may be, our own residential school part of it, being less trammelled by tradition, is unquestionably better than the average. It must be so or the finger-reading centers in the public schools would be on the increase, which they are not. What blind people do well they do very well. They must do so or lose out. They can ill afford to make mistakes; therefore, they need a broader foundation than will suffice for the seeing,—in office typewriting, for example. Since the great war many more than hitherto have been placed in situations alongside the seeing and are making good there. Surprising numbers are now employed on pay by social service agencies in behalf of their less fortunate brothers and sisters. Perhaps the fairest fruitage of our schools may be found in the variety of occupations they now fit for in the world. The more our future ex-pupils can be kept out of special employment created for them the more true will be the hypothesis on which American education of the blind is based; viz., that the trained blind are economically and socially competent.

Having been asked to furnish the names of those connected with American education of the blind most worthy in my opinion for mention in a cyclopedia of biography of people no longer living, I have given, as here listed in inverse order of influence in the United States, my first ten. It will be noted that four of these were themselves blind, ex-pupils of our schools.

DAVID DUFFLE WOOD, D.Mus., director and teacher; celebrated church organist, choir-master, composer, producer of oratorios.

JOEL WEST SMITH, reputed introducer of the touch method of typewriting; first great promoter of piano tuning for blind men in America, deviser of a scientific type system which carried half the country; deviser of superior tangible apparatus; editor and [publisher] of *The Mentor*, our first periodical organ of communication.

JAMES JABEZ Dow, L.H.D., philosophical student, writer and teacher;

pioneer in summer schools for the adult blind; formulator of wise laws in behalf of all the blind of his state.

FRANCIS JOSEPH CAMPBELL, LL.D. (later Sir Francis Campbell). Teaching music in this country for fifteen years, he left a remarkable impress here, first by drilling pupils and then placing them in positions. This helping to placement he did systematically after going to England, where he demonstrated by his own performance what a blind person can do and then demanded that his pupils follow him. Unquestionably a "go-getter."

BENJAMIN BUSSEY HUNTOON, superintendent American Printing House for the Blind for 48 years and responsible for the excellence and quantity of its output; successful promoter of the bill for its federal support; long-time efficient secretary of the American Association of Instructors of the Blind.

WILLIAM HENRY CHURCHMAN, student, teacher and practical man of affairs; builder and superintendent of institutions; writer of some of the most influential early reports.

FRANK HAVEN HALL, inventor of the braille-writer and the epoch-making stereotypemaker; introducer and promoter of the public day school idea for American blind children; martyr to the American spoils system; a prophet unhonored in his own country.

MICHAEL ANAGNOS, stanch idealist and writer on education; busy collector of didactic material for an educational museum; founder of the Howe Memorial Press; founder of American kindergartens for the blind.

WILLIAM BELL WAIT, militant champion of the educational status of our special schools; introducer and promoter of a punctographic point as against the Roman line type; annually re-elected vice-president of the American Printing House for the Blind; during his day perpetual chairman of the executive committee of the Association of Instructors. An unquestioned though uncompromising leader.

SAMUEL GRIDLEY HOWE, pioneer and original first cause of many movements and inventions; emancipator of Laura Bridgman; maker of the Roman line type which took the first prize in the World's Fair of London in 1851; sane prophet of the future of the blind; promoter of the idea that their diffusion in society is their salvation; writer of our most philosophical reports on the education of the blind. Where the Howe sat was ever the head of the table.

ACKNOWLEDGMENTS.

I. — ACKNOWLEDGMENTS FOR CONCERTS, RECITALS AND OPERA.

To Mr. W. H. BRENNAN, for thirty tickets for the course of symphony concerts in Sanders Theatre, Cambridge.

To Mrs. ANITA DAVIS-CHASE, for two tickets for each of two pianoforte recitals in Jordan Hall, Boston.

To Miss WINNETTA LAMSON, treasurer, for four season tickets for concerts of the Chromatic Club in the Copley-Plaza Hotel, Boston.

To Mrs. TALBOTT, for a general invitation to a concert by the Dayton Choir in Symphony Hall, Boston.

To Miss MARIAN C. JACKSON, for thirteen tickets for a concert by the People's Choral Union in Jordan Hall, Boston.

To Mrs. GEORGE T. PUTNAM, for three tickets for the children's symphony concert in Symphony Hall, Boston.

To Mrs. GEORGE ANGIER, for thirty tickets for a concert by Marie Sundelius in Elliott Church, Newton.

To Mr. AARON RICHMOND, for a general invitation through passes to a series of recitals in Jordan Hall and Symphony Hall, Boston.

To Mrs. W. S. H. LOTHROP, for two tickets for a course of bird lectures in Tremont Temple, Boston.

To Mr. RALPH L. FLANDERS, for a general invitation to the opera, "Madame Butterfly," at the Boston Opera House.

To Mrs. A. M. PEABODY, for a general invitation to a bird lecture by Mr. Charles Crawford Gorst at the Bulfinch Place Church.

II. — ACKNOWLEDGMENTS FOR RECITALS AND LECTURES IN OUR HALL.

To Dr. SAMUEL P. HAYES, for a lecture on "Suggestion."

To Mr. JAMES J. MULLEN, of the Elks' Speakers' Bureau, for a talk on "Old Ironsides."

To Mr. W. L. GIFFORD, for a talk on "Tramping through Switzerland."

To Prof. EDWARD ABNER THOMPSON, for a reading of "Cyrano de Bergerac."

To Mr. J. W. BARKER, for a reading of "A Christmas Carol," and also one of "The Prisoner of Zenda."

To Miss FLORENCE ANDREW, for a reading of "A Connecticut Yankee in King Arthur's Court."

To Mrs. LUCIA AMES MEAD, for a talk on the Accomplishment of the Last Year for World Peace.

To Miss ELIZABETH ROSS, for a talk on her experiences in the Kentucky mountains.

To Mr. WILLIAM STRONG and Mr. HERBERT R. BOARDMAN, for a recital on two pianofortes.

To Mrs. GEORGE C. PARKER, for a talk on her travels in Russia.

To Mr. BYRON W. REED, for a talk on Porto Rico.

To Miss DOROTHY STEVENS, for a vocal recital.

To Dr. CHARLES SANDERS, for a talk on "Food Fads."

To Miss HELEN C. COOPER and friends, for two one-act plays, "A Lady to Call" and "Converting Bruce," and to Mrs. EVANGELINE F. BAKER, reader, and Mr. JOHN HASSEN MILLER, organist, who assisted.

To Miss OLIVE MACY APPLETON, for a vocal recital.

To Mr. GEORGE E. HARTER, for a talk on "Nutrition."

To Mr. ABDON F. LAUS, conductor, and the Boston Saxophone Orchestra, for a concert.

III.—ACKNOWLEDGMENTS FOR BOOKS, PERIODICALS AND NEWSPAPERS.

American Review (embossed), The Beacon, Le Braille Magazine (embossed), California News, Catholic Review (embossed), Christian Record (embossed), Christian Science Monitor, Christian Science Quarterly (embossed), Colorado Index, Congregationalist, through Mrs. GEO. H. REED, Esperanto Ligilo (embossed), Illuminator (embossed), Juvenile Braille Monthly (embossed), Matilda Ziegler Magazine (embossed), The Mentor, The Messenger to the Sightless (embossed), Musical Courier (embossed), Ohio Chronicle, Optimist (embossed), Our Dumb Animals, Our Own (embossed), Râja-Yoga Messenger, Red, White and Blue (embossed), Rocky Mountain Leader, The Searchlight (embossed), The Theosophical Path, The Utah Eagle, Weekly Review (embossed), West Virginia Tablet.

To Miss RUTH BILLOW, Miss ROSALIND L. HOUGHTON, Dr. F. PARK LEWIS, Miss CLAUDIA POTTER, Mrs. HAROLD G. COOLIDGE, Mrs. E. E. ALLEN, Miss GRACE M. HILL, Mr. GRANT MITCHELL and The Westerly Rhode Island Library, for letter press books.

To LIONEL GAGNON, Miss A. M. HARRINGTON, Mrs. THOMAS P. PROCTOR, Rev. JAMES H. McCONKEY, Miss L. C. WATSON and The Daughters of Ohio, for embossed books.

To Mrs. SAMUEL STORROW SUMNER, ANITA S. WARD, MARY HOLBROOK, CLARA C. PRINCE, MARY R. HODGE, ALICE J. TUFTS, S. L. APOLLONIO, M. FLORENCE PACKARD, ELIZABETH W. BENT, MARY PERSIS BAILEY, HELEN JONES, LILLIAN G. HORNE, EMILY B. R. PEIRCE and ANNA IRVING, for transcribing books into braille for our circulating library.

IV.—ACKNOWLEDGMENTS FOR GIFTS AND SERVICES.

To Dr. HENRY HAWKINS and Dr. HAROLD B. CHANDLER, for professional services.

To Mrs. WALTER C. BAYLIES, Miss ELIZABETH M. DANA, Mrs. HENRY H. SPRAGUE, Mrs. E. PREBLE MOTLEY, Miss ELEANOR S. PARKER, the Civics Class of a Wellesley Hills school, the Primary Department of Union Congregational Church of Weymouth and Braintree, through Mrs. NEWMAN PAGE, and Mrs. HENRY E. WARREN, "in memory of Aunt Jennie Ricker," for gifts of money.

To the BOSTON COMMITTEE FOR THE BLIND, Miss Jessie Goldsmith, secretary, for a week's camping party for twenty of our boys and their physical instructor, for cottage sociables in all our different departments, for fruit, candy, ice cream and cake, and for gifts of clothing.

To the BOSTON COMMITTEE OF THE INTERNATIONAL APPLE SHIPPERS' ASSOCIATION, through John L. Duffy, chairman, for a generous supply of apples.

To Mr. H. H. WATKINS, distributor of Martha Washington candies, Mrs. THOMAS A. QUALEY and Mrs. GEORGE T. PUTNAM, for confectionery and cakes.

To Mrs. QUALEY, Mrs. LOUIS ROSENBAUM, Mr. THOMAS JACKSON, Miss E. KENDALL, Mrs. I. A. STROHL, and the Wagner Clothing Company, through Miss ANNA CHAPSKY, for clothing.

To Mrs. PUTNAM, Miss MARIA PURDON, Mrs. HAROLD J. COOLIDGE, Miss SOPHIA UNDERWOOD and Mr. PHILIP A. WILLIAMS, for kindergarten gifts, toys and shells; and to Miss RUTH C. WINN and friends for May baskets.

To Mr. UMAJI AKIBA, for Japanese school appliances.

To Mr. CHARLES C. KENNEY, treasurer of Kenney Bros. and Wolkins, for school desks.

To Mrs. URSLA OBER SQUAIRES, for a chair which had been used by Bishop Phillips Brooks.

To Lady SOPHIA CAMPBELL and Mrs. TITIKA C. PLAKIAS, for pictures of special significance to the school.

To Mrs. WILLIAM D. HOWLAND, for an afghan.

To Mrs. GEORGE H. MONKS, for potted plants.

To a friend, for a watch with embossed dial.

LIST OF PUPILS.

OCTOBER 1, 1926.

UPPER SCHOOL.

Almeda, Maria R.	MacDonald, Marion.
Baker, Elsie.	Macdougall, Mildred D.
Barnard, Eliza B.	Maher, K. Dorothy.
Bazarian, Mary.	Matthews, Edith M.
Beliveau, Leontine T.	McGovern, Velma.
Bessette, Vedora.	McMeekin, Jennie.
Boone, Florence M.	McMullin, Beatrice M.
Bosma, Gelske	Mitchell, Ethel G.
Bradbury, Thelma M.	Nadeau, Olivina M.
Braley, Ruth I.	Noon, Rita A.
Brooks, Madeline D.	Ogilvie, Hilda M.
Buckley, Alice.	Person, Erine A.
Burt, Eleanor T.	Pimental, Mary V.
Cherlin, Mary.	Riley, Helen I.
Coakley, Alice L.	Rosato, Felice.
Comtois, Eva.	Rose, Louise.
Cosgrove, Clarissa.	Runner, Constance L.
Curran, Ellen A.	Saladino, Rose M.
Daniels, Dorothy D.	Samon, Stacey.
DeDominicis, Edith.	Santos, Emily.
Doyle, Mary E.	Schultz, Helen
Drake, Helena M.	Scott, Arline R.
Duquette, Blanche.	Shea, Mary Ellen.
Duquette, Irene.	Silvia, Emma.
Eastman, M. Albertina.	Simmons, Bertha.
Elliott, Ethel S.	Skipp, Doris M.
Elliott, Mary.	Sordillo, Mary.
Farnham, Barbara E.	Stanevitz, Mary.
Ferrarini, Yolande.	Statuta, Mary.
Figurska, Regina M.	Tirrella, Helen.
Flanagan, M. Ursula.	Wheeler, Theresa.
Flinn, Mary E.	Wilcox, Bertha M.
Foster, Mabel G.	Williams, Phyllis.
Gagnon, Eva.	Withrow, Cora.
Gilbert, Eva V.	Wolf, Hedwig.
Goff, Eva.	Amiro, Gilbert.
Hanley, Mary.	Antonucci, Alberto.
Harasimowicz, Alice.	Barrett, Robert C.
Haswell, Thelma R.	Berube, Walter.
Hilton, Charlotte.	Bruenn, Alvin E.
Hinckley, Dorothy M.	Campbell, Peter F.
Hinckley, Geraldine.	Carlos, Antone F.
Ingersoll, Dorothy.	Case, William A.
Kazanjian, Zaroochie.	Casella, Charles.
Kelley, Beulah C.	Ceruolo, John.
Landry, Edwin.	Chase, George W.
Lanoue, Edna.	Chombeau, Bertrand.
Laudate, E. Lena.	Clemens, John.
Lemorey, Mary J.	Combs, Raymond L.
Lenville, E. Hilda.	Cook, William L.
L'Heureux, Juliette.	Cormier, Alfred.
Lyons, Mary L.	Cullen, George F.
	Czub, Albert.

Danielian, Charles.	Maynes, Thomas.
Davy, Horace.	McCarthy, Eugene C.
Despres, John P.	McCluskey, Harry L.
DiCicco, Emilio.	Melanson, Hervé J.
DiMartino, Matthew.	Mennassian, Souran.
Donovan, Thomas J.	Michaud, J. Armand.
Dore, Charles W.	Noble, Clark W.
Dunbar, Kenneth A.	Noble, Leon H.
Eaton, Charles P.	Paice, Gerald J.
Egan, John P.	Piccolo, R. Albert.
Ferguson, George A.	Pike, Norman N.
Gaffney, George J.	Purdy, W. James
Gagnon, René.	Rainville, Harvey L.
Giuliano, Paolo.	Reinert, Alfred E.
Goguen, Raoul.	Remington, Joseph H.
Greene, Frank H.	Reynolds, Waldo F.
Grime, G. Edward.	Rosenbloom, Robert.
Hannon, James E.	Rubin, Manual.
Hendrick, Horatio W.	St. George, William
Hurley, Arnold E.	Santiago, Gregorio.
Jablonski, Joseph.	Shaw, Harris E.
Katwick, Arthur D.	Shulman, George.
Keefe, Clarence G.	Silva, Arthur P.
Kerr, Gordon M.	Simons, Charles.
Leone, Amadeo.	Stott, Lester W.
Loesche, Fred.	Warner, Charles G.
Lord, Paul E.	Wesson, Kermit O.
Marchesio, Aldo.	Weston, Gordon W.
Marchesio, Guido.	Withers, Harold.
Maschio, Angelo N. B.	Young, Vinal R.

LOWER SCHOOL

Accorsi, Annie	Melanson, Florence G.
Badrosian, Mary.	Mierzewski, Stephanie.
Beaudoin, Marie.	Morris, Irma.
Buckley, Frances A.	Nowicki, Janina.
Casella, Frances.	Parker, Rose.
Cordor, Jennie	Pepe, Carmella.
Correia, Angelina.	Pepe, Philomena.
Correia, Fanny.	Perry, May B.
Corsi, Angelina.	Potter, Ruth.
Coughlin, Ethel.	Reese, Helen.
Cox, Ruth A.	Ricker, Ruth.
Crossman, Evelyn M.	Robinson, M. Viola.
Czyzewski, Margaret J.	Roy, Catherine M.
Dardioli, Luigina.	Saverino, Maimie.
DeCesare, Ida.	Slaby, Stephanie.
Della Morte, Maria.	Souza, Irene M.
Dien, Sarah M.	Surprenant, Lillian V.
Doherty, Kathleen E.	Szezerba, Mary.
Edwards, Eleanor B.	Taylor, Mary J.
Foley, V. Marion.	Widger, Evelyn L.
Furtado, Matilde.	Wolfson, Martha.
Getchell, Barbara.	Adams, Raymond G.
Gleason, Jeanette B.	Anselmo, Manuel V.
Glynn, Helen.	Barker, Douglas H.
Goodwin, Helen J.	Beaulieu, Ernest.
Harley, Rita M.	Bessette, Robert.
Hawkins, Rose E. A.	Bowden, Robert F.
Homen, Georgiana.	Butler, M. Joseph
Irwin, Eleanor I.	Camardelli, Arthur J.
Libbey, Fannie E.	Cammarano, Angelo.
McEvoy, Evelyn M.	Caroselli, Andrea.
McNamara, Eileen.	Cetto, Joseph.
McNamara, Lorraine.	Cirello, Anthony.

Cookson, Robert.
Costa, Anthony.
Cowick, Orville H.
Damon, George M.
Devino, Ivor G.
Di Francesco, John.
DiPippo, Bartolomeo.
Fiske, Howard R.
Frizzell, Frederick.
Gifford, D. Paul.
Gould, Basil.
Hannon, John F.
Harcourt, W. Reece.
Hatch, Arthur F.
Henry, Paul W.
Hull, Richard L.
Kesselman, Max.
King, John C.
Kwoisnieski, Thaddeus J.
Laba, Stephen.
Lahti, George V.
Lamarine, William L.

Lankowicz, Stanley.
Little, Robert E.
Lubin, John.
Macaluso Biaggio.
MacLaughlin, Leroy B.
Maynard, Merrill A.
Medeiros, Joseph.
Melanson, Leo F.
Meuse, Paul R.
Miskiavitch, Norbert.
Petherick, George.
Ramos, Joseph.
Santos, Tony.
Slinski, Marcyan.
Spelman, Kenneth E.
Thompson, R. Lawrence.
Tobey, Arthur W.
Vachon, Edouard.
Vincent, A. Roy.
West, Kenneth S.
Williams, Clifford.
Wysk, Adam.

The places from which these pupils come and the number from each place follow:—

Massachusetts	189	New Jersey	4
Rhode Island	40	Virginia	1
Maine	14	North Carolina	1
New Hampshire	12	Arizona	1
Vermont	8	Porto Rico	1
Connecticut	4		

CHRISTMAS MUSIC BY THE CHOIR OF PERKINS INSTITUTION AND THE CHILDREN'S CHOIR OF THE KINDERGARTEN FOR THE BLIND.

ASSISTED BY EDITH MATTHEWS, SOPRANO, EDNA LANOUÉ, SOPRANO, MADELINE BROOKS, MEZZO SOPRANO, ANTONIO MARTONE, TENOR, FRANK NELSON, VIOLINIST

DWIGHT HALL, SUNDAY AFTERNOON, DECEMBER 2, 1926, AT 3.15 O'CLOCK.

MEMBERS OF THE FACULTY PARTICIPATING

MISS PRATT, ALTO, MISS STARBIRD, ALTO, MR. ANDREWS, TENOR, MR. NEAL, BARITONE,
MISS SEYMOUR, PIANIST, MR. HARTWELL, ORGANIST, MISS HILLS, DIRECTING THE
CHILDREN'S CHOIR

PROGRAM

PART ONE

Noel of the Bressan Waits	<i>Darcieux</i>
Christmas Carol	<i>Hugh Mackinnon</i>
Antiphonal Carol — "In Bethlehem"	<i>Old English</i>
A Song for Christmas	<i>Daniel Gregory Mason</i>
Christmas Carol — "The Cornish Bells"	<i>Tertius Noble</i>
Christmas Carol (From a cantata)	<i>George W. Chadwick</i>

PART TWO

Christmas Hymn (From the 17th century)	<i>Hugo Jungst</i>
Besanson Carol	<i>Harmonized by Stainer</i>
Christmas Song	<i>Alfred Hollins</i>
The Journey of the Kings	<i>Cornelius</i>
The Song of the Magi	<i>Dickinson</i>

PART THREE

Old French Noel	<i>Nicholas Saboly</i>
Provencal Carol — "Sing we Noel"	<i>Nicholas Saboly (1614-1675)</i>
Noel Dauphinois	<i>Michel Eymieu</i>
Song of Adoration	<i>Dykes</i>
Carol Anthem — "Like Silver Lamps"	<i>Barnby</i>
<i>Soprano solo</i> —	
Tenor Solo — "Voices of the Sky"	<i>H. Alexander Matthews</i>
Anthem for Christmas-Tide	<i>Berthold Tours</i>

CHRISTMAS MUSIC BY THE CHOIR OF PERKINS INSTITUTION AND THE CHILDREN'S CHOIR OF THE KINDERGARTEN FOR THE BLIND.

ASSISTED BY EDITH MATTHEWS, SOPRANO, MADELINE BROOKS, MEZZO SOPRANO.

MEMBERS OF THE FACULTY PARTICIPATING

MISS PRATT, ALTO, MISS STARBIRD, ALTO, MR. ANDREWS, TENOR, MR. NEAL, BARITONE,
MISS SEYMOUR, PIANIST, MR. HARTWELL, ORGANIST, MISS HILLS, DIRECTING THE
CHILDREN'S CHOIR.

DWIGHT HALL, SUNDAY AFTERNOON, DECEMBER 19, 1926, AT 3.15 O'CLOCK.

PROGRAM

PART ONE

Noel of the Bressan Waits	Darcieux
Antiphonal Carol — "In Bethlehem"	<i>Old English</i>
A Song for Christmas	<i>Daniel Gregory Mason</i>
Old French Carol — "Little Jacques"	<i>Nicholas Martin (1555)</i>
Christmas Hymn — (From the 17th Century)	<i>Hugo Jungst</i>
Carol of the Star — (Traditional)	<i>Tertius Noble</i>
Breton Folk-Song	<i>Liza Lehman</i>
Christmas Carol — "The Cornish Bells"	<i>Tertius Noble</i>
The Procession of the Magi	<i>Horatio Parker</i>

PART TWO

The Light of the World	<i>Frederick Candlyn</i>
A Christmas cantata for mixed chorus and solo voices.	
No. 1 Prophecy	<i>Philip Doddridge. Adapted</i>
No. 2 The Annunciation — Recitative	<i>William Dunbar. Adapted</i>
No. 3 The Shepherds	<i>Phillips Brooks</i>
No. 4 The Wise Men	<i>Eugene Field</i>
No. 5 The Manger	<i>Anonymous, in Oxford Book of English Verse</i>
No. 6 The Angels of Light	<i>Charles Wesley</i>

EXHIBITION OF ACTIVITIES OF PUPILS OF THE PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND, 1832-1926.

JORDAN HALL, BOSTON, FRIDAY, APRIL 29, 1926, AT 3 O'CLOCK P.M.
The Hon. FRANCIS HENRY APPLETON, presiding.

PROGRAM

PART I.

Opening Remarks.

By the Hon. FRANCIS HENRY APPLETON.

Games and Exercises.

By the Kindergarten Children.

Classroom Work.

By Pupils of the Upper School.

Dance — Menuett in G

Beethoven
By Girls of the Upper School.

PART II.

Address.

By His Excellency, ALVAN T. FULLER, Governor of Massachusetts.

Dutch Dance.

Gymnastic Games.

"The Daily Dozen"

By Girls of the Primary and Upper Schools.

Pyramid Building.

By Boys of the Upper School.

CONCERT BY THE CHOIR OF THE PERKINS INSTITUTION.

Edwin L. Gardiner, *Conductor*

ASSISTED BY THE VANNINI SYMPHONY ENSEMBLE AND EDITH MATTHEWS, SOPRANO;
ANTONIO MARTONE, TENOR, WALTER KIDDER, BARITONE,
EDWARD JENKINS, ORGANIST

UNDER THE AUSPICES OF THE CIVIC MUSIC ASSOCIATION, INC., BOSTON

JORDAN HALL, THURSDAY AFTERNOON, MAY 13, 1926, AT 2.30

PROGRAM.

PART I.

How Lovely is Thy Dwelling-Place — (From the Requiem)	Brahms
Ave Verum — (With organ accompaniment)	Mozart
Allegro from the G minor Symphony	Widor
*MR. JENKINS	

Chorus of Homage	William Gericke
The Vagabonds	Eaton Fanning

NOTE.—In olden days the term "Vagabonds" was applied to companies of strolling players.

PART II.

SCENES FROM THE SONG OF HIAWATHA

"Hiawatha's Departure"	S. Coleridge-Taylor
<i>A cantata for chorus with soprano, tenor, and baritone solos</i>	

*Edward Jenkins. Graduate Perkins Institution, 1922. Senior N. E. Conservatory of Music, 1926.

GRADUATING EXERCISES OF THE PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND.

THURSDAY, JUNE 17, 1926, 10.30 A.M.

PROGRAM.

Chorus — "To Thee, O Country"	<i>Eichberg</i>
ESSAYS:	
The Sloyd System of Manual Training.	DOROTHY TRYPHENA FISKE
Finland.	ELSA MARY LEPPANEN
Public Correspondence.	ELIZABETH VERONICA CLANCY
Peace through Education.	RUTH COHEN
Organ — Fantasie from a Sonata	<i>Rheinberger</i>
EDWARD WALKER JENKINS	
ESSAYS:	
The Farmer and the Government.	TOIVO LAMINAN
Europe's Unrest.	ALBERT RAYMOND PICCOLO
Explorations of the Great White North.	EUGENE CHARLES McCARTHY
PRESENTATION OF DIPLOMAS AND CERTIFICATES.	
Chorus — "The Twenty-Third Psalm"	<i>Neidlinger</i>

STATEMENT OF ACCOUNTS

BOSTON, November First, 1926.

Messrs. WARREN MOTLEY, F. H. APPLETON, Jr., Auditors, Perkins Institution and Massachusetts School for the Blind, Watertown, Massachusetts.

GENTLEMEN:— I have audited the accounts of Albert Thorndike, Treasurer of the Institution, for the fiscal year ending August 31, 1926, and have found that all income from investments and proceeds from sales of securities have been accounted for, and that the donations, subscriptions, miscellaneous receipts, as shown by the books, have been deposited in bank to the credit of the Treasurer of the Institution.

I have vouched all disbursements and verified the bank balances as at the close of the fiscal year.

The stocks and bonds in the custody of the Treasurer were counted by the Auditing Committee and the schedules of the securities, examined by them, were then submitted to me and found to agree with those called for by the books.

I hereby certify that the accompanying statements covering the Institution, Howe Memorial Press Fund, and Kindergarten, correctly set forth the income and expenditures for the fiscal year ending August 31, 1926.

Respectfully submitted,

JOHN MONTGOMERY,
Certified Public Accountant.

INSTITUTION

BALANCE SHEET, AUGUST 31, 1926

<i>Assets</i>	
Plant:—	
Real estate, Watertown	\$548,069.57
Real estate, South Boston	8,647.74
Real estate, Boston	<u>44,646.25</u>
	\$601,363.56
Equipment:—	
Furniture and household	\$10,996.65
Tools, etc.	1,439.66
Music department	18,050.00
Library department	82,458.97
Works department	<u>15,537.20</u>
	128,482.48
Investments:—	
Real estate	\$273,078.74
Stocks and bonds	981,473.34
Stocks and bonds — Varnum Fund	125,087.49
Stocks and bonds — Baker Fund	<u>10,539.33</u>
	1,390,178.90
Inventory of provisions and supplies	3,750.59
Loans receivable	1,000.00
Accounts receivable	5,363.13
E. E. Allen, Trustee	733.90
Cash on hand	351.40
Total	\$2,131,223.96
<i>Liabilities</i>	
General account	\$356,484.29
Funds:—	
Special	\$83,043.82
Permanent	373,935.62
General	<u>1,222,912.10</u>
	1,679,891.54
Amounts carried forward	\$2,036,375.83

<i>Amounts brought forward</i>		\$2,036,375.83
Unexpended income, special funds		16,106.66
Gifts for clock and organ		39.00
Vouchers payable		2,559.93
Accounts payable		1,142.54
Mortgage payable		75,000.00
Total		\$2,131,223.96

TREASURER'S CONDENSED INCOME ACCOUNT, YEAR ENDING AUGUST 31, 1926

Rent net income		\$8,941.89
Interest and dividends, general purposes		52,006.50
Interest and dividends, special funds		3,562.09
Annuities and trusts		1,400.15
Tuition and board, Massachusetts	\$41,250.00	
Tuition and board, others	29,809.17	71,059.17
Total		\$136,969.89
Less special fund income to special fund accounts	\$3,562.09	
Treasurer's miscellaneous expenses	753.07	4,315.16
Net income		\$132,654.73
Net charge to Director		136,557.58
Deficit		\$3,902.85

DIRECTOR'S CONDENSED EXPENSE ACCOUNT, YEAR ENDING AUGUST 31, 1926.

Administration: —		
Salaries and wages		\$8,104.72
Other expenses	518.17	
		\$8,622.89
Maintenance and operation of plant: —		
Salaries and wages		\$31,659.96
Other expenses:—		
Provisions	\$16,097.80	
Light, heat and power	8,863.05	
Household furnishings and supplies	2,414.12	
Insurance and water	4,677.59	
Repairs	3,989.44	
Publicity	2,372.55	
Field workers	579.31	
Extraordinary expense	638.74	
Loss on bad debts	309.52	
Depreciation on furniture, household equipment, tools, etc.	4,205.06	
Depreciation on buildings, Watertown	13,633.89	
Net loss Works Department	14.99	
Miscellaneous	2,476.74	60,272.80
		91,932.76
Instruction and school supplies: —		
Salaries and wages		\$35,240.00
Other expenses	1,154.88	36,394.88
Total		\$136,950.53
Less net income, Tuning department		392.95
Net charge to Director		\$136,557.58

Income Special Funds

On hand September 1, 1925		\$12,467.24
Add unexpended income, Thomas Stringer Fund	\$1,149.83	
Income 1925-1926	3,562.09	4,711.92
Total		\$17,179.16
Distributed		1,072.50
Unexpended income August 31, 1926		\$16,106.66

WORKS DEPARTMENT
BALANCE SHEET, AUGUST 31, 1926

	<i>Assets</i>	
Cash		\$756.96
Accounts receivable		4,439.96
Merchandise inventory		6,984.61
Tools and equipment		3,355.67
Total		\$15,537.20

	<i>Liabilities</i>	
Main office		\$15,552.19
Less—Net loss		14.99
Total		\$15,537.20

PROFIT AND LOSS, AUGUST 31, 1926

	<i>Revenue</i>	
Sales		\$47,084.99
	<i>Expenditures</i>	
Materials used		\$14,272.31
Salaries and wages		25,603.61
General expense		6,279.84
Auto expense		263.92
Total expenditures		46,419.68
	<i>Profit</i>	
Deduct:—		\$665.31
Difference in inventory of tools and equipment		\$488.14
Loss on bad accounts		202.56
Total		\$690.70
Less bad debt recoveries		10.40 680.30
Net loss for the year ending August 31, 1926		\$14.99

INSTITUTION FUNDS

Special funds:—		
Robert C. Billings (For deaf, dumb and blind)		\$4,000.00
John D. Fisher (Scholarship)		5,230.00
Joseph B. Glover (For blind and deaf)		5,000.00
Harris Fund (Outdoor Relief)		26,667.00
Maria Kemble Oliver (Concert Tickets)		15,000.00
Prescott (Scholarship)		6,266.50
Elizabeth P. Putnam (Higher Education)		1,000.00
Richard M. Saltonstall (Use Trustees)		3,000.00
A. Shuman (Clothing)		1,000.00
Thomas Stringer (Care of T. S. etc.)		15,880.32
		\$83,043.82
Permanent funds:—		
George Baird		\$12,882.08
Charles Tidd Baker		10,787.02
Charlotte Billings		40,507.00
Stoddard Capen		13,770.00
Jennie M. Colby, in memory of		100.00
Ella Newman Curtis Fund		2,000.00
Stephen Fairbanks		10,000.00
Harris Fund (General Purposes)		53,333.00
Harriet S. Hazeltine Fund		5,000.00
Benjamin Humphrey		25,000.00
Prentiss M. Kent		2,500.00
Kate M. Morse		5,000.00
Jonathan E. Pecker		950.00
Richard Perkins		20,000.00
Mrs. Marilla L. Pitts, in memory of		5,000.00
<i>Amounts carried forward</i>		\$206,829.10
		\$83,043.82

<i>Amounts brought forward</i>		\$206,829.10	\$83,043.82
Permanent funds — <i>Concluded.</i>			
Frank Davison Rust Memorial		4,000.00	
Samuel E. Sawyer		2,174.77	
Charles Frederick Smith		8,663.00	
Timothy Smith		2,000.00	
Mary Lowell Stone Fund		4,000.00	
George W. Thym		529.89	
Alfred T. Turner		1,000.00	
Anne White Vose		12,994.00	
Charles L. Young		5,000.00	
William Varnum Fund		126,744.86	
			<u>373,935.62</u>
General funds: —			
Ellen S. Bacon		\$5,000.00	
Elizabeth B. Bailey		3,000.00	
Eleanor J. W. Baker		2,500.00	
Calvin W. Barker		1,859.32	
Lucy B. Barker		5,953.21	
Francis Bartlett		2,500.00	
Mary Bartol		300.00	
Thompson Baxter		322.50	
Robert C. Billings		25,000.00	
Susan A. Blaisdell		5,832.66	
William T. Bolton		555.22	
George W. Boyd		5,000.00	
Caroline E. Boyden		1,930.39	
J. Putnam Bradlee		268,391.24	
Charlotte A. Bradstreet		10,508.70	
Lucy S. Brewer		13,006.54	
J. Edward Brown		100,000.00	
Maria A. Burnham		10,000.00	
T. O. H. P. Burnham		5,000.00	
Abbie Y. Burr		200.00	
Annie E. Caldwell		4,000.00	
Emma C. Campbell		1,000.00	
Edward F. Cate		5,000.00	
Fanny Channing		2,000.00	
Ann Eliza Colburn		5,000.00	
Susan J. Conant		500.00	
William A. Copeland		1,000.00	
Louise F. Crane		5,000.00	
W. Murray Crane		10,000.00	
Harriet Otis Cruff		6,000.00	
David Cummings		7,723.07	
Chastine L. Cushing		500.00	
I. W. Danforth		2,500.00	
Charles L. Davis		1,000.00	
Susan L. Davis		1,500.00	
Joseph Descalzo		1,000.00	
Elsie C. Disher		161,001.00	
John H. Dix		10,000.00	
Alice J. H. Dwinell		200.00	
Mary E. Eaton		5,000.00	
Martha S. Ensign		2,505.48	
Orient H. Eustis		500.00	
Mortimer C. Ferris Memorial		1,000.00	
Thomas B. Fitzpatrick		1,000.00	
Ann Maria Fosdick		13,733.79	
Nancy H. Fosdick		3,845.00	
Sarah E. Foster		200.00	
Mary Helen Freeman		1,000.00	
Cornelia Anne French		10,000.00	
Martha A. French		164.40	
Ephraim L. Frothingham		1,825.97	
Jessie P. Fuller		200.00	
Thomas Gaffield		6,685.38	
Albert Glover		1,000.00	
Joseph B. Glover		5,000.00	
Charlotte L. Goodnow		6,471.23	
Charles G. Green		39,315.12	
Ellen Hammond		1,000.00	
Hattie S. Hathaway		500.00	
Charles H. Hayden		27,461.01	
<i>Amount carried forward</i>		<u>\$820,191.23</u>	<u>\$456,979.44</u>

Amount brought forward \$820,191.23 \$456,979.44

General funds — *Continued.*

John C. Haynes	\$1,000.00
Joseph H. Heywood	500.00
George A. Hill	100.00
Margaret A. Holden	3,708.32
Charles Sylvester Hutchison	2,156.00
Eliza J. Kean	19,100.00
Ernestine M. Kettle	10,000.00
Lydia F. Knowles	50.00
Catherine M. Lamson	6,000.00
Susan M. Lane	815.71
E. E. Linderholm	505.56
William Litchfield	7,951.48
Mary I. Locke	8,361.89
Hannah W. Loring	9,500.00
Adolph S. Lundin	100.00
Susan B. Lyman	4,809.78
Stephen W. Marston	3,000.00
William H. Maynard	10,163.34
Charles Merriam	1,000.00
Joseph F. Noera	2,000.00
Sarah Irene Parker	699.41
William Prentiss Parker	2,500.00
George Francis Parkman	50,000.00
Grace Parkman	500.00
Philip G. Peabody	1,200.00
Edward D. Peters	500.00
Henry L. Pierce	20,000.00
Sarah E. Pratt	2,928.59
Grace E. Reed	5,054.25
Matilda B. Richardson	300.00
Mary L. Ruggles	3,000.00
Marian Russell	5,000.00
Nancy E. Rust	2,640.00
Joseph Scholfield	2,500.00
Sarah E. Seabury	3,116.01
Richard Black Sewell	25,000.00
Margaret A. Simpson	968.57
Esther W. Smith	5,000.00
The Maria Spear Bequest for the Blind	15,000.00
Henry F. Spencer	1,000.00
Lucretia J. Stochr	2,967.26
Joseph C. Storey	5,000.00
Sophronia S. Sunbury	365.19
Mary F. Swift	1,391.00
William Taylor	893.36
Joanna C. Thompson	1,000.00
William Timlin	7,820.00
Alice W. Torrey	68,000.00
Mary Willson Tucker	481.11
George B. Upton	10,000.00
Charles A. Vialle	1,990.00
Abbie T. Vose	1,000.00
Horace W. Wadleigh	2,000.00
Joseph K. Wait	3,000.00
Harriet Ware	1,952.02
Charles F. Webber	11,500.00
Allena F. Warren	2,828.33
William H. Warren	4,073.17
Mary Ann P. Weld	2,000.00
Oliver M. Wentworth	300.00
Cordelia H. Wheeler	800.00
Opha J. Wheeler	3,086.7
Samuel Brenton Whitney	1,000.07
Mehitable C. C. Wilson	543.70
Thomas T. Wyman	20,000.05
Fanny Young	8,000.00
William D. Young	1,00000
	1,222,912.10
	\$1,679,891.54

HOWE MEMORIAL PRESS FUND

BALANCE SHEET, AUGUST 31, 1926.

<i>Assets</i>	
Equipment and supplies:—	
Printing plant	\$874.59
Machinery	3,244.17
Printing inventory	12,789.24
Appliances inventory	7,637.82
Embossing inventory	516.55
Stationery, etc. inventory	1,721.65
	\$26,784.02
Investments:—	
Stocks and bonds	178,490.21
Accounts receivable	1,089.31
Cash on hand	1,227.42
Total	\$207,590.96
<i>Liabilities</i>	
General account	\$182,693.33
Funds:—	
Special	\$7,000.00
Permanent	5,000.00
General	11,790.00
	23,790.00
Loans payable	500.00
Vouchers payable	607.63
Total	\$207,590.96

TREASURER'S CONDENSED INCOME ACCOUNT, YEAR ENDING AUGUST 31, 1926

Interest and dividends, general purposes	\$11,950.88
Interest and dividends, special funds	556.94
Total	\$12,507.82
Less Treasurer's expenses	64.52
Net income	\$12,443.30
Net charge to Director	11,832.62
Balance of income	\$610.68

DIRECTOR'S CONDENSED EXPENSE ACCOUNT, YEAR ENDING AUGUST 31, 1926.

Maintenance and operation of plant:—	
Embossing	\$2,315.16
Printing	3,448.30
Appliances	6,211.50
Stationery	661.00
Library	2,969.13
Depreciation on machinery and equipment	344.44
Salaries	2,677.66
Loss on bad accounts	240.49
Miscellaneous	241.24
	\$19,108.92
Less:—	
Discounts	\$18.90
Sales of appliances	4,806.12
Sales of books, music, etc.	2,451.28
	7,276.30
Net charge to Director	\$11,832.62

HOWE MEMORIAL PRESS FUNDS.

Special funds:—

Harriet S. Hazeltine (printing raised characters)	\$2,000.00
Deacon Stephen Stickney Fund (books, maps and charts)	5,000.00
	<hr/>
	\$7,000.00
Permanent fund:—	
J. Pauline Schenkl	5,000.00
General funds:—	
Beggs Fund	\$500.00
Joseph H. Center	1,000.00
Augusta Wells	<u>10,290.00</u>
	<hr/>
	11,790.00
	<hr/>
	\$23,790.00

KINDERGARTEN

BALANCE SHEET, AUGUST 31, 1926

Assets.

Plant:—

Real estate, Watertown	\$442,355.79
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Equipment:—

Furniture and household	\$11,130.08
Tools, etc.	2,220.04
Music department	<u>1,800.00</u>

15,150.12

Investments:—

Real estate	\$453,740.77
Stocks and bonds	1,247,996.50

1,701,737.27

Inventory of provisions and supplies

3,750.60

Accounts receivable	1,855.51
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Loan receivable	500.00
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E. E. Allen, Trustee	175.83
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Cash on hand	6,537.32
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Total style="text-align: right;">\$2,172,062.44

Liabilities.

General account	\$448,775.27
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Funds:—

Special	\$22,607.17
Permanent	203,485.51
General	<u>1,486,269.22</u>

1,712,361.90

Unexpended income, special funds	2,899.86
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Vouchers payable	3,283.57
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Accounts payable	4,741.84
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Total style="text-align: right;">\$2,172,062.44

TREASURER'S CONDENSED INCOME ACCOUNT, YEAR ENDING AUGUST 31, 1926

Rent net income	\$32,197.42
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74,336.73

Interest and dividends, general purposes	879.82
--	--------

13.00

Donations	\$31,140.00
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Tuition and board, Massachusetts	12,796.00
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43,936.00

Total style="text-align: right;">\$151,362.97

Less special fund income to special fund accounts	\$879.82
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809.06

1,688.88

Net income	\$149,674.09
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Net charge to Director	120,243.52
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Balance of income style="text-align: right;">\$29,430.57

DIRECTOR'S CONDENSED EXPENSE ACCOUNT, YEAR ENDING AUGUST 31, 1926

Administration:—

Salaries and wages	\$8,554.68
Other expenses	750.18
	<u> </u> \$9,304.86

Maintenance and operation of plant:—

Salaries and wages	\$27,995.18
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Other expenses:—

Provisions	\$15,428.31
Light, heat and power	9,054.97
Tuition and board	11,759.17
Household furnishings and supplies	3,005.25
Depreciation on furniture, household equipment, tools, etc.	1,444.71
Depreciation on buildings, Watertown	10,749.07
Insurance and water	3,001.08
Repairs	4,069.15
Publicity	1,066.10
Field workers	510.28
Extraordinary expense	1,202.26
Loss on bad accounts	8.95
Miscellaneous	3,202.61
	<u> </u> 64,501.91
	<u> </u> 92,497.09

Instruction and school supplies:—

Salaries and wages	\$17,770.00
Other expenses	671.57
	<u> </u> 18,441.57

Net charge to Director \$120,243.52

Income Special Funds

On hand September 1, 1925	\$2,101.81
Income 1925-1926	817.15
	<u> </u>
Total	\$2,918.96
Distributed	19.10
	<u> </u>
Unexpended income August 31, 1926	\$2,899.86

KINDERGARTEN FUNDS.

Special funds:—

Charles Wells Cook (Scholarship)	\$5,000.00
Helen Atkins Edmonds Memorial (Scholarship)	5,000.00
Glover Fund (Albert Glover, Blind deaf mutes)	1,054.00
Emmeline Morse Lane (Books)	1,000.00
Leonard and Jerusha Hyde Room	4,000.00
Lucy H. Stratton (Anagnos Cottage)	6,553.07
	<u> </u> \$22,607.17

Permanent funds:—

Charles Tidd Baker	16,177.93
William Leonard Benedict, Jr., Memorial	1,000.00
Samuel A. Borden	4,675.00
A. A. C., in Memoriam	500.00
Helen G. Coburn	9,980.10
M. Jane Wellington Danforth Fund	10,000.00
Caroline T. Downes	12,950.00
Charles H. Draper	23,934.13
Eliza J. Bell Draper Fund	1,500.00
George R. Emerson	5,000.00
Mary Eveleth	1,000.00
Eugenia F. Farnham	1,015.00
Susan W. Farwell	500.00
John Foster	5,000.00
The Luther & Mary Gilbert Fund	8,541.77
Albert Glover	1,000.00
Mrs. Jerome Jones Fund	9,935.95
Charles Larned	5,000.00
George F. Parkman	3,500.00
Catherine P. Perkins	10,000.00

Amount carried forward \$136,209.88 \$22,607.17

<i>Amount brought forward</i>		\$136,209.88	\$22,607.17
Frank Davison Rust Memorial		15,600.00	
Caroline O. Seabury		1,000.00	
Phoebe Hill Simpson		3,446.11	
Eliza Sturgis Fund		21,729.52	
Abby K. Sweetser		25,000.00	
Hannah R. Sweetser		5,000.00	
May Rosevear White Fund		500.00	
			203,485.51

General funds:—

Emilie Albee		\$150.00	
Lydia A. Allen		748.38	
Michael Anagnos		3,000.00	
Harriet T. Andrew		5,000.00	
Martha B. Angell		16,172.61	
Mrs. William Appleton		18,000.00	
Elizabeth H. Bailey		500.00	
Eleanor J. W. Baker		2,500.00	
Ellen M. Baker		13,053.48	
Mary D. Balfour		100.00	
Mary D. Barrett		1,000.00	
Nancy Bartlett Fund		500.00	
Sidney Bartlett		10,000.00	
Emma M. Bass		1,000.00	
Thompson Baxter		322.50	
Robert C. Billings		10,000.00	
Sarah Bradford		100.00	
Helen C. Bradlee		140,000.00	
J. Putnam Bradlee		168,391.24	
Charlotte A. Bradstreet		6,130.07	
Sarah Crocker Brewster		500.00	
Ellen Sophia Brown		1,000.00	
Rebecca W. Brown		3,073.76	
Harriet Tilden Browne		2,000.00	
Katherine E. Bullard		2,500.00	
Annie E. Caldwell		5,000.00	
John W. Carter		500.00	
Kate H. Chamberlin		5,715.07	
Adeline M. Chapin		400.00	
Benjamin P. Cheney		5,000.00	
Fanny C. Coburn		424.06	
Charles H. Colburn		1,000.00	
Helen Collamore		5,000.00	
Anna T. Coolidge		53,873.38	
Mrs. Edward Cordis		300.00	
Sarah Silver Cox		5,000.00	
Susan T. Crosby		100.00	
Margaret K. Cummings		5,000.00	
James H. Danforth		1,000.00	
Catherine L. Donnison Memorial		1,000.00	
George E. Downes		3,000.00	
Lucy A. Dwight		4,000.00	
Mary B. Emmons		1,000.00	
Mary E. Emerson		1,000.00	
Arthur F. Estabrook		2,000.00	
Ida F. Estabrook		2,114.00	
Orient H. Eustis		500.00	
Annie Louisa Fay Memorial		1,000.00	
Sarah M. Fay		15,000.00	
Charlotte M. Fiske		5,000.00	
Ann Maria Fosdick		13,733.79	
Nancy H. Fosdick		3,845.00	
Elizabeth W. Gay		7,931.00	
Ellen M. Gifford		5,000.00	
Joseph B. Glover		5,000.00	
Matilda Goddard		300.00	
Maria L. Gray		200.00	
Caroline H. Greene		1,000.00	
Mary L. Greenleaf		5,157.75	
Josephine S. Hall		3,000.00	
Olive E. Hayden		4,622.45	

<i>Amounts carried forward</i>		\$579,458.54	\$226,092.68
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Amounts brought forward

\$579,458.54 \$226,092.68

General funds—Continued.

Allen Haskell	500.00
Jane H. Hodges	300.00
Margaret A. Holden	2,360.67
Marion D. Hollingsworth	1,000.00
Frances H. Hood	100.00
Abigail W. Howe	1,000.00
Martha R. Hunt	10,000.00
Ezra S. Jackson	688.67
Caroline E. Jenks	100.00
Ellen M. Jones	500.00
Hannah W. Kendall	2,515.38
Clara B. Kimball	10,000.00
David P. Kimball	5,000.00
Moses Kimball	1,000.00
Ann E. Lambert	700.00
Jean Munroe Le Brun	1,000.00
Willard H. Lethbridge	28,179.41
William Litchfield	6,800.00
Mary Ann Locke	5,874.00
Robert W. Lord	1,000.00
Elisha T. Loring	5,000.00
Sophia N. Low	1,000.00
Thomas Mack	1,000.00
Augustus D. Manson	8,134.00
Calanthe E. Marsh	20,111.20
Sarah L. Marsh	1,000.00
Waldo Marsh	500.00
Annie B. Matthews	15,000.00
Rebecca S. Melvin	23,545.55
Georgina Merrill	4,773.80
Louise Chandler Moulton	10,000.00
Maria Murdock	1,000.00
Mary Abbie Newell	5,903.65
Margaret S. Otis	1,000.00
Jeannie Warren Paine	1,000.00
Anna R. Palfrey	50.00
Sarah Irene Parker	699.41
Helen M. Parsons	500.00
Edward D. Peters	500.00
Henry M. Peyster	5,350.00
Mary J. Phipps	2,000.00
Caroline S. Pickman	1,000.00
Katherine C. Pierce	5,000.00
Helen A. Porter	50.00
Sarah E. Potter Endowment	425,014.44
Francis L. Pratt	100.00
Mary S. C. Reed	5,000.00
Jane Roberts	93,025.55
John M. Rodocanachi	2,250.00
Dorothy Roffe	500.00
Rhoda Rogers	500.00
Mrs. Benjamin S. Rotch	8,500.00
Edith Rotch	10,000.00
Rebecca Salisbury	200.00
J. Pauline Schenkl	5,000.00
Joseph Scholfield	3,000.00
Eliza B. Seymour	5,000.00
Esther W. Smith	5,000.00
Annie E. Snow	9,903.27
Adelaide Standish	5,000.00
Elizabeth G. Stuart	2,000.00
Benjamin Sweetzer	2,000.00
Harriet Taber Fund	622.81
Sarah W. Taber	1,000.00
Mary L. Talbot	630.00
Cornelia V. R. Thayer	10,000.00
Delia D. Thorndike	5,000.00
Elizabeth L. Tilton	300.00
Betsey B. Tolman	500.00
Transcript, ten dollar fund	5,666.95
Mary Wilson Tucker	481.11

Amounts carried forward

\$1,378,388.41 \$226,092.68

<i>Amounts brought forward</i>	\$1,378,388.41	\$226,092.68
General funds—Concluded.		
Mary B. Turner	7,582.90	
Royal W. Turner	24,082.00	
Minnie H. Underhill	1,000.00	
Charles A. Vialle	1,990.00	
Rebecca P. Wainwright	1,000.00	
George W. Wales	5,000.00	
Maria W. Wales	20,000.00	
Mrs. Charles E. Ware	4,000.00	
Rebecca B. Warren	5,000.00	
Jennie A. (Shaw) Waterhouse	565.84	
Mary H. Watson	100.00	
Ralph Watson Memorial	237.92	
Isabella M. Weld	14,795.06	
Mary Whitehead	666.00	
Evelyn A. Whitney Fund	4,880.00	
Julia A. Whitney	100.00	
Sarah W. Whitney	150.62	
Betsy S. Wilder	500.00	
Hannah Catherine Wiley	200.00	
Mary W. Wiley	150.00	
Mary Williams	5,000.00	
Almira F. Winslow	306.80	
Eliza C. Winthrop	5,041.67	
Harriet F. Wolcott	5,532.00	
	<hr/>	<hr/>
	1,486,269.22	
	<hr/>	<hr/>
	\$1,712,361.90	

CONTRIBUTIONS FOR THE PERKINS INSTITUTION.

PRESCOTT FUND FOR SCHOLARSHIP EXPENSE.

Through the Ladies' Auxiliary Society, Mrs. Sarah A. Stover, Treasurer:—

Annual subscriptions		\$1,317.00
Donations		1,717.00
Cambridge Branch		99.00
Dorchester Branch		51.00
Lynn Branch		38.00
Milton Branch		15.00
		\$3,237.00

ANNUAL SUBSCRIPTIONS.

	<i>Amount brought forward</i>	\$299.00
Adams, Mrs. Waldo	\$5.00	
Alford, Mrs. O. H.	25.00	
Amory, Mrs. Charles W.	25.00	
Amory, Mrs. Wm., 2d	25.00	
Bacon, Miss Mary P., for 1925	1.00	
Badger, Mrs. Wallis B.	5.00	
Baer, Mrs. Louis	10.00	
Balch, Mrs. F. G.	5.00	
Baldwin, Mrs. J. C. T.	5.00	
Bangs, Mrs. F. R.	10.00	
Barnet, Mrs. S. J.	5.00	
Batcheller, Mr. Robert	10.00	
Beal, Mrs. Boylston A.	10.00	
Boutwell, Mrs. L. B.	5.00	
Bruerton, Mr. Courtney, in memory of his mother, Mrs. James Bruerton	5.00	
Brush, Mrs. Charles N.	10.00	
Burnham, Mrs. John A.	2.00	
Burns, Mr. Walter G.	2.00	
Carr, Mrs. Samuel	10.00	
Chamberlain, Mrs. M. L.	5.00	
Chandler, Mrs. Frank W.	5.00	
Chapman, Miss E. D.	2.00	
Clapp, Dr. H. C.	2.00	
Clerk, Mrs. W. F.	3.00	
Cobb, Mrs. Charles K.	5.00	
Codman, Miss Catherine Amory	10.00	
Cox, Mrs. Wm. E.	10.00	
Craigin, Dr. George A.	10.00	
Curtis, Mrs. Horatio G.	10.00	
Curtis, Miss Mary G.	10.00	
Cushing, Mrs. H. W.	5.00	
Cushing, Mrs. J. W.	3.00	
Cushing, Miss Sarah P.	5.00	
Cutter, Mrs. Frank W.	1.00	
Dale, Mrs. Eben	5.00	
Damon, Mrs. J. L.	5.00	
Davis, Mrs. Joseph E.	5.00	
Davis, Mrs. Simon	2.00	
Denny, Mrs. Arthur B.	5.00	
Denny, Mrs. W. C.	5.00	
Drost, Mr. Charles A.	10.00	
Dwight, Mrs. Thomas	1.00	
<i>Amount carried forward</i>	\$299.00	
		<i>Amount carried forward</i>
		\$691.50

<i>Amount brought forward</i>	\$691.50	<i>Amount brought forward</i>	\$1,023.00
Lothrop, Miss Mary B.	5.00	Rogers, Miss Susan S.	5.00
Lowell, Mrs. Charles	5.00	Rosenbaum, Mrs. Henry	2.00
Lowell, Miss Lucy	5.00	Rosenberg, Mrs. Alexis	1.00
Macurdy, Mr. Wm. F.	10.00	Ross, Mrs. Waldo O.	5.00
Mansfield, Mrs. George S.	2.00	Rowlett, Mrs. Thomas S.	2.00
Mansur, Mrs. Martha P.	5.00	Sargent, Mrs. F. W.	10.00
Mason, Mrs. Charles E.	50.00	Saunders, Mrs. D. E.	3.00
Mason, Miss Fanny P.	10.00	Sears, Mrs. Knyvet W.	25.00
Merrill, Mrs. L. M.	5.00	Shepard, Mr. Thomas H.	10.00
Merriman, Mrs. Daniel	5.00	Sherwin, Mrs. Thomas	3.00
Monks, Mrs. George H.	25.00	Simpkins, Miss Mary W.	5.00
Morrison, Mrs. W. A.	1.00	Sprague, Mrs. Charles	1.00
Moses, Mrs. George A.	3.00	Stackpole, Mrs. F. D.	5.00
Moses, Mrs. Joseph	5.00	Stackpole, Miss Roxana	5.00
Nathan, Mrs. Jacob	2.00	Stearns, Mr. Charles H.	10.00
Nathan, Mrs. John	5.00	Stearns, Mrs. Wm. Brackett	3.00
Niebuhr, Miss Mary M.	1.00	Stevens, Miss Alice B.	5.00
Olmsted, Mrs. J. C.	5.00	Taff, Mrs. Wm. W.	5.00
Orcutt, Mrs. W. D.	1.00	Thomson, Mrs. A. C.	5.00
Page, Mrs. Calvin Gates	3.50	Tileston, Mrs. John B.	5.00
Paine, Mrs. W. D.	2.00	Wadsworth, Mrs. A. F.	5.00
Parker, Miss Eleanor S.	10.00	Ward, The Misses	10.00
Peabody, Mr. Harold	5.00	Ward, Miss Julia A.	5.00
Pecker, Miss Annie J.	10.00	Ware, Miss Mary Lee	5.00
Peckerman, Mrs. E. R.	5.00	Warren, Mrs. Bayard	25.00
Pickert, Mrs. Lehman	2.00	Warhauser, Mrs. Isador	1.00
Pickman, Mrs. D. L.	25.00	Watson, Mrs. Thomas A.	10.00
Prince, Mrs. Morton	10.00	Weeks, Mr. Andrew Gray	10.00
Punchard, Miss Abbie L.	5.00	Weeks, Mrs. W. B. P.	2.00
Putnam, Mrs. J. J.	5.00	Weld, Mrs. Samuel M.	5.00
Reed, Mrs. Arthur	2.00	White, Miss Eliza Orne	25.00
Reed, Mrs. John H.	5.00	White, Mrs. Joseph H.	2.00
Rice, Estate of Nannie R.	75.00	Whitman, Mrs. Wm., Jr.	25.00
Richardson, Mrs. Frederic L. W.	5.00	Williams, The Misses	25.00
Richardson, Mrs. John	3.00	Williams, Mrs. Arthur	2.00
Robins, Mrs. Reginald L.	3.00	Willson, Miss Lucy B.	10.00
Roeth, Mrs. A. G.	1.00	Withington, Miss Anna S.	2.00
Rogers, Mrs. R. K.	5.00	Young, Mrs. Benjamin L.	10.00

Amount carried forward . . . \$1,023.00

\$1,317.00

DONATIONS

	<i>Amount brought forward</i>	\$383.00	
Adams, Mrs. Charles H.	\$5.00	Cary, Miss Georgina S.	10.00
Adams, Mr. George	2.00	Clapp, Mrs. Mary I.	10.00
Agoos Family	100.00	Codman, Miss Martha C.	5.00
Alden, Mrs. Charles H.	5.00	Conant, Mr. Edward D.	10.00
Allen, Mrs. Thomas	10.00	Converse, Mrs. C. C.	25.00
Anonymous	32.00	Coolidge, Mrs. Francis L.	5.00
Bailey, Mrs. Hollis R.	5.00	Cotting, Mrs. Charles E.	5.00
Barr, Mrs. Arthur W.	2.00	Cotton, Miss Elizabeth A.	200.00
Bartol, Miss Elizabeth H.	20.00	Cutler, Mrs. C. F.	10.00
Bartol, Mrs. John W.	10.00	Daland, Mrs. Tucker	10.00
Batcheller, Mr. Robert	10.00	Daniels, Mrs. Edwin A.	2.00
Baylies, Mrs. Walter Cabot	10.00	Derby, Mrs. Hasket	5.00
Beale, Mrs. Wilbur F.	5.00	Edgar, Mrs. Charles L.	10.00
Bicknell, Mrs. Wm. J.	5.00	Edwards, Miss Hannah M.	25.00
Bigelow, Mrs. Henry M.	3.00	Endicott, Mrs. Wm. C.	10.00
Blake, Mrs. Arthur W.	5.00	Evans, Mrs. Glendower	5.00
Blake, Mrs. Francis	15.00	F.	25.00
Bowditch, Dr. Vincent Y.	2.00	Ferrin, Mr. and Mrs. F. M.	10.00
Bradt, Mrs. Julia B.	5.00	Gage, Mrs. Homer	190.00
Bullens, Miss Charlotte L.	2.00	Gray, Mrs. John Chipman	25.00
Burnham, Mrs. H. D.	5.00	Greenough, Mrs. C. P.	5.00
C	10.00	Guild, Mrs. S. Eliot	10.00
Carpenter, Mrs. George A.	5.00	Harbinger, Club, The	10.00
Carter, Mrs. John W.	10.00		
Cary, Miss Ellen G.	100.00		

Amount carried forward . . . \$383.00

Amount carried forward . . . \$1,005.00

<i>Amount brought forward</i>	<i>\$1,005.00</i>	<i>Amount brought forward</i>	<i>\$1,344.00</i>
Harris, Miss Francis K.	5.00	Ranney, Mr. Fletcher	5.00
Hatch, Mrs. Fred W.	5.00	Richards, Miss Alice A.	5.00
Hersey, Mrs. A. H.	5.00	Richardson, The Misses, in memory of M. A. E. and C. P. P.	2.00
Hooper, Miss Gertrude	3.00	Riley, Mr. Charles E.	25.00
Houghton, Miss Elizabeth G.	10.00	Rodman, Miss Emma	10.00
Hoyt, Mrs. C. C.	10.00	Rosenbaum, Mrs. Louis	5.00
Hubbard, Mrs. Eliot	10.00	Rust, Mrs. Wm. A.	5.00
Hutchins, Mrs. C. F.	5.00	Sanger, Mr. Sabin P.	10.00
Hyneman, Mrs. Louis	2.00	Sears, Mr. Herbert M.	25.00
Iasigi, Mrs. Oscar	10.00	Sears, Mrs. Richard D.	20.00
In memory of Mrs. Harriet L. Thayer through Mrs. Hannah T. Brown	5.00	Sias, Mrs. Charles D.	10.00
Johnson, Mr. Arthur S.	10.00	Sias, Miss Martha G.	10.00
Johnson, Mr. Edward C.	25.00	Slattery, Mrs. Wm.	2.00
Johnson, Miss Fanny L.	4.00	Spaulding, Miss Dora N.	10.00
Jolliffe, Mrs. Thomas H.	5.00	St. John, Mrs. C. Henry, in memory of her mother, Mrs. Isaac H. Russell	
Joy, Mrs. Charles H.	10.00	Stearns, Mr. Wm. B.	2.00
Lee, Mrs. George	5.00	Strauss, Mrs. Louis	5.00
Leland, Miss Ella A.	3.00	Talbot, Mrs. Thomas Palmer	1.00
Leland, Mrs. Lester	100.00	Thayer, Mrs. Wm. G.	10.00
Lovett, Mr. A. S.	5.00	Thing, Mrs. Annie E.	10.00
Lowell, Miss Lucy	5.00	Traiser, Mrs. Richard E.	5.00
Lyman, Mrs. George H.	10.00	Vickery, Mrs. Herman F.	50.00
McKee, Mrs. Wm. L.	5.00	Wadsworth, Mrs. W. Austin	10.00
Merriam, Mrs. Frank	10.00	Waite, Miss Louise S.	2.00
Mills, Mrs. Dexter T.	5.00	Walker, Mrs. W. H.	10.00
Morrison, Miss Jean E.	2.00	Warner, Mrs. F. H.	10.00
Morse, Dr. Henry Lee	5.00	Webster, Mrs. F. G.	25.00
Morss, Mrs. Everett	5.00	Wheelwright, Miss Mary	2.00
Nazro, Mrs. F. H.	2.00	Whitney, Mr. Edward F.	10.00
North, Mrs. F. O.	5.00	Whitwell, Mrs. F. A.	5.00
Perkins, Mr. Edward N.	10.00	Williams, Mrs. C. A.	5.00
Perry, Mrs. C. F.	3.00	Windram, Mrs. W. T.	50.00
Pfaelzer, Mrs. F. T.	10.00	Winsor, Mrs. Ernest	2.00
Pratt, Mrs. Elliott W.	10.00	Ziegel, Mr. Louis	10.00
Punchard, Miss Abbie L.	5.00		
Quincy, Mrs. George H.	10.00		

Amount carried forward *\$1,344.00* *\$1,717.00*

CAMBRIDGE BRANCH

	<i>Amount brought forward</i>	<i>\$37.00</i>
Ames, Mrs. James B.	\$10.00	
Boggs, Mrs. Edwin P.	2.00	
Emery, Miss Ottavia B.	5.00	
Farlow, Mrs. Wm. G., donation	5.00	
Frothingham, Miss Sarah E.	2.00	
Goodale, Mrs. George L.	1.00	
Greenough, Mrs. J. B.	2.00	
Horsford, Miss Katherine M., donation	5.00	
Kennedy, Mrs. F. L.	5.00	

Amount carried forward *\$37.00* *\$99.00*

DORCHESTER BRANCH

	<i>Amount brought forward</i>	<i>\$30.00</i>
Bartlett, Mrs. Susan E.	\$1.00	
Bennett, Miss M. M.	1.00	
Callender, Miss Caroline S.	10.00	
Churchill, Judge J. R.	1.00	
Churchill, Mrs. J. R.	1.00	
Cushing, Miss Sarah T.	2.00	
Eliot, Mrs. C. R.	3.00	
Faunce, Miss Eliza H., in memory of her mother, Mrs. Sewall A.		
Faunce	5.00	
Fuller, Mrs. Katherine Stearns	1.00	
Hall, Mrs. Henry	1.00	
Humphreys, Mrs. Richard C.	2.00	
Jordan, Miss Ruth A.	2.00	

Amount carried forward *\$30.00* *\$51.00*

LYNN BRANCH

Caldwell, Mrs. Ellen F.	\$1.00	Amount brought forward	\$18.00
Chase, Mrs. Philip A.	5.00		
Earp, Miss Emily A.	2.00	Smith, Mrs. Joseph N., donation .	10.00
Elmer, Mrs. V. J.	5.00	Sprague, Mr. Henry B.	5.00
Sheldon, Mrs. Chauncey C.	5.00	Tapley, Mr. Henry F., donation .	5.00
<i>Amount carried forward</i>	\$18.00		\$38.00

MILTON BRANCH

Cunningham, Mrs. C. L.	\$4.00	Amount brought forward	\$10.00
Forbes, Mrs. J. Murray	5.00		
Klous, Mrs. H. D., donation	1.00	Ware, Mrs. Arthur L., donation .	5.00
<i>Amount carried forward</i>	\$10.00		\$15.00

All contributors to the fund are respectfully requested to peruse the above list, and to report either to ALBERT THORNDIKE, Treasurer, No. 19 Congress Street, Boston, or to the Director, EDWARD E. ALLEN, Watertown, any omissions or inaccuracies which they may find in it.

ALBERT THORNDIKE,
Treasurer.

No. 19 CONGRESS STREET, BOSTON.

FORM OF BEQUEST

FORM OF DEVISE OF REAL ESTATE

I give, devise and bequeath to the PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND, a corporation duly organized and existing under the laws of the Commonwealth of Massachusetts, that certain tract of real estate bounded and described as follows: —

(Here describe the real estate accurately)

with full power to sell, mortgage and convey the same free of all
trusts.

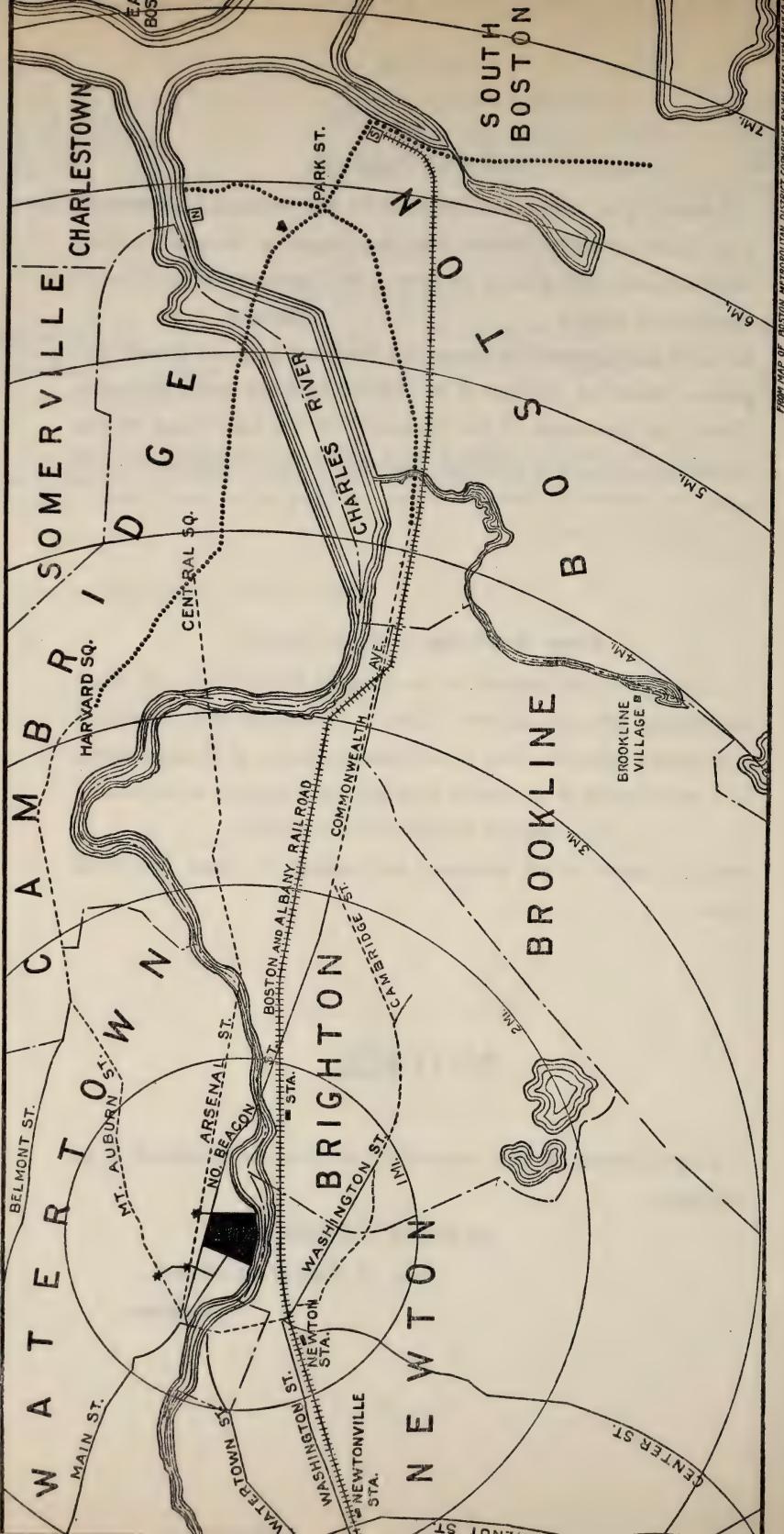
NOTICE.

The address of the treasurer of the corporation is as follows:

ALBERT THORNDIKE,
No. 19 Congress Street,
Boston.

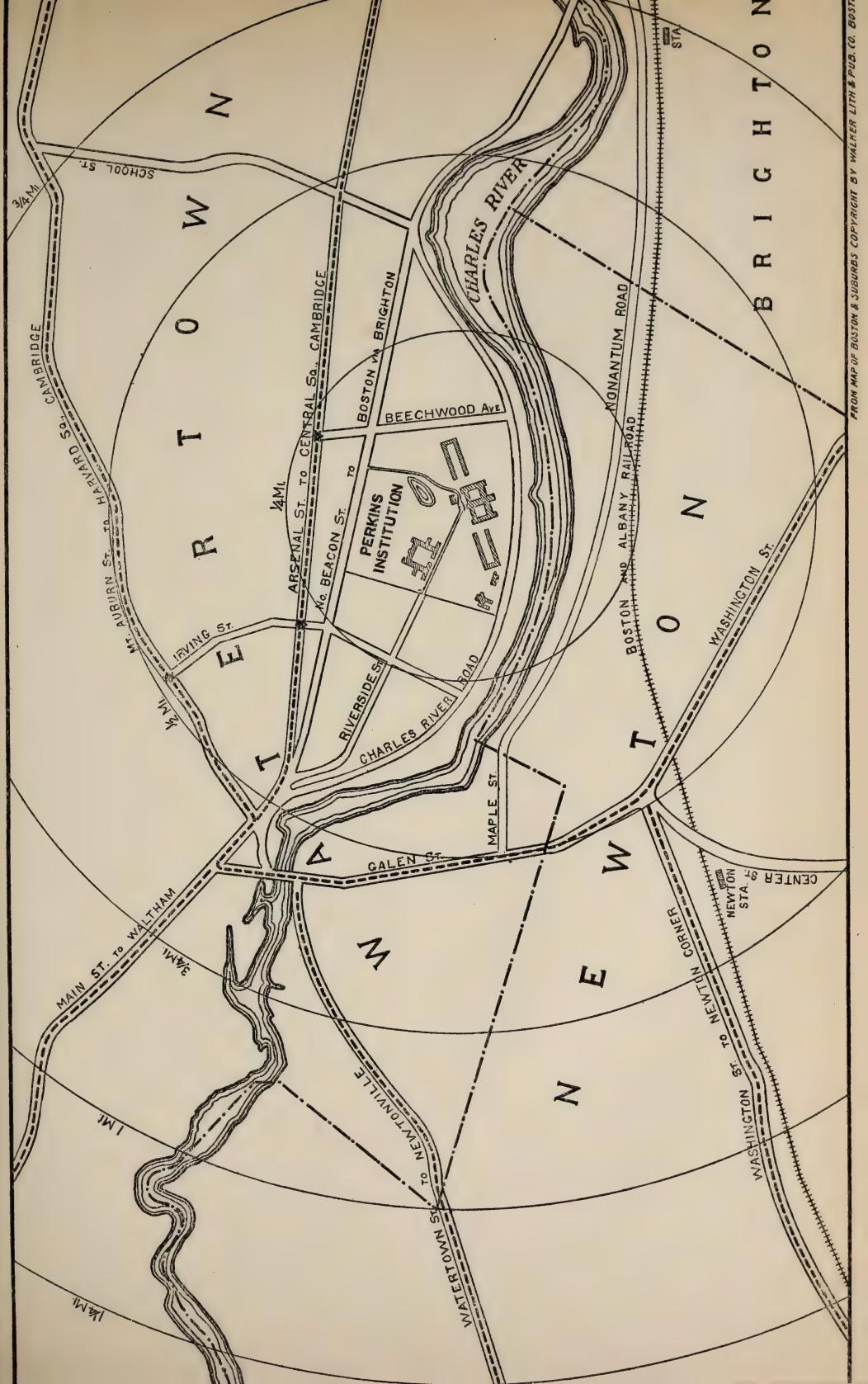
HOW TO REACH PERKINS INSTITUTION FOR THE BLIND, WATERTOWN, MASS.

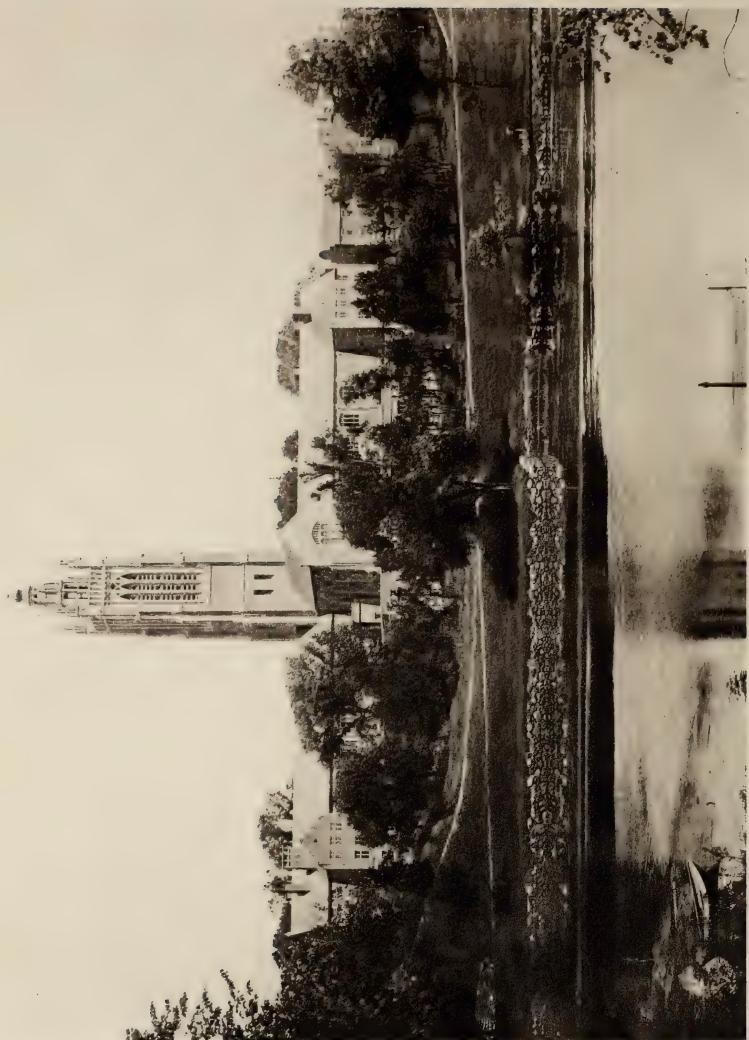
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ENVIRONMENT OF PERKINS INSTITUTION FOR THE BLIND, WATERTOWN, MASS.

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Main Building from the South

Perkins Insulation

Perkins Institution And Massachusetts School For the Blind



***NINETY-SIXTH ANNUAL REPORT
OF THE TRUSTEES***

1927



BOSTON * * * * * 1928

WRIGHT & POTTER PRINTING CO.

WATERTOWN, November 2, 1927.

PERKINS INSTITUTION is a boarding school to which the New England states send pupils who, because of eye impairment, cannot profitably attend ordinary schools. There are about 280 such pupils being instructed there — all of them children and youth. The course begins with the kindergarten and ends with the high school, requiring usually about twelve years, and embraces physical, manual and musical training and for the girls domestic training also. While the course is general in scope and very practical, it is pre-vocational too and even definitely vocational in respect to certain manual arts, to music teaching and piano tuning. Fifteen graduates are now attending college or professional school, while two are going daily to the Watertown high school for its senior year in preparation for college.

The pupils receive vocational guidance while at school and afterwards placement in industry, both by an agent of the Massachusetts Division of the Blind, Department of Education. But few of them leave to work in special workshops, except as foremen, most living and laboring either at home or at large. They follow all sorts of callings — for example, hand assembling in factories and warerooms, ticketing, wrapping, inspecting, selling, office typewriting, making household articles, serving as mothers' helpers, poultry keeping, lecturing, writing, entertaining, investigating social conditions, home teaching among the adult blind, operating telephone exchanges, teaching school, teaching music, church organ playing, singing, playing for dances, composing music, piano tuning, practising massage, osteopathy, law and preaching.

An interesting fact, supplied by our records, is that the number of Perkins pupils now engaged in remunerative work in the cause of the blind is 78, divided as follows: — School teachers, 40; librarians and printers, 5; members of and workers for commissions and associations, 13; home teachers, 11; heads of and agents for workshops, 9.

For the Trustees,

EDWARD E. ALLEN,
Director.

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1928.

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1928.

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SYNOPSIS OF THE PROCEEDINGS OF THE ANNUAL MEETING OF THE CORPORATION.

WATERTOWN, November 2, 1927.

The annual meeting of the corporation, duly summoned, was held today at the institution, and was called to order by the president, Hon. Francis Henry Appleton, at 3 P.M.

The proceedings of the last meeting were read and approved.

The annual report of the trustees was accepted and ordered to be printed, together with the usual accompanying documents.

The report of the treasurer was accepted and ordered on file.

Voted, That acts and expenditures, made and authorized by the Board of Trustees, or by any committee appointed by said Board of Trustees, during the corporate year closed this day, be and are hereby ratified and confirmed.

The corporation then proceeded to ballot for officers for the ensuing year, and the following persons were unanimously elected:—

President. — Hon. Francis Henry Appleton.

Vice-President. — William L. Richardson.

Treasurer. — Albert Thorndike.

Secretary. — Edward E. Allen.

Trustees. — Francis Henry Appleton, William Endicott, Paul E. Fitzpatrick, G. Peabody Gardner, Jr., Robert H. Hallowell, Ralph Lowell, Mrs. George T. Putnam, and Leverett Saltonstall.

The following persons were unanimously elected members of the corporation: Rev. David N. Beach, Prof. Ralph Beatley, Edward D. Conant, Arthur S. Johnson, Ralph Lowell, Mrs. Elmore I. MacPhie, William T. Macurdy, Mrs. Charles E. Mason and Rev. Russell H. Stafford.

The meeting then adjourned.

EDWARD E. ALLEN,
Secretary.

REPORT OF THE TRUSTEES.

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND,
WATERTOWN, November 2, 1927.

LADIES AND GENTLEMEN:— Our double title is a very fitting one. Both its halves are needed fully to characterize us. Primarily, of course, we are a school. Our purpose, like the purpose of any school for American youth, is to prepare the pupils for competent citizenship in a democracy. The Massachusetts School for the Blind, reporting as it also does to the Board of Education, is essentially a part of the general educational system of the state. Indeed, until 1893, when Connecticut opened a school, it covered all New England. Our present pupils number 263 and the teachers 52, the other residents like matrons, librarians and clerks, swelling the socializing environment to 77. Instruction begins with kindergarten and ends with high school,— the several departments being those for academic, physical, manual, musical and domestic training. But we are more than a school. We are an institution, embracing, as we have always done, though increasingly since expanding into a finer plant at Watertown, several active, distinct provinces besides that of a school. These are: *first*, those aiming to reach the blind indirectly through society, and so to raise their social status— by educational publicity and employment propaganda; the preparation of teachers for our specialty; the putting to use of our historical and educational collections for study and research; and *second*, those contributing to the needs of the pupils directly and to other blind people both directly and indirectly— by mental measuring, physical

defects correcting; home visiting; the circulating of embossed books and music; the experimenting in and manufacturing of embossed materials and tangible appliances; and finally, pupil placement and employment.

Perkins Institution being the more distinctive part of the title is the one most used. Those living within its walls and many who know the place intimately commonly speak of it simply and affectionately as "Perkins".

Every such organization recognizes that it has an abiding duty which transcends every other — that of promoting the prevention of unnecessary blindness and the conservation of eyesight. Until very recently the preventable babies' sore eyes contributed more than any other disease to our pupilage. Now congenital causes do.

American education of blind children assumes their industrial competency. That great numbers of them do so make good proves the assumption valid. But the greater number fall short of self-support and throughout life receive more or less help from community or friends. Is this necessary and inevitable, even in our industrial order? The machinery of civilization is certainly based on the possession of eyesight; or, as Pierre Villey, the blind French savant has pointedly said, "the world as it is has been made by the seeing and for the seeing."¹ Even so, we cannot admit that the greater number of the trained blind cannot possibly make good in competitive society. And so we consider our program to consist of two parts: first, the preparation of pupils for society, and second, the preparation of society for them. This latter then becomes our main extension effort.

Now, contrary to general belief, it is easy to teach the young blind to do many sorts of useful things, such things as in the case of boys and girls who see assure them every

¹ ". . . société qui est faite par des voyants et pour des voyants." — [*Le Monde des Aveugles*, p. 333.]

chance of independent self-support. But efficiency by no means offers our shackled people equivalent opportunity. Their real shackling is the reluctance of employers of labor to hire them. Not blindness itself but its consequence is therefore the major handicap of the blind.

Since 1900 educators in our field have been more and more accepting their second responsibility, the education of public opinion. The world war helped, gave impetus to the placement of the fit in many employments not open to the blind before. We were greatly encouraged. But recently our placement agents have found the times and even some legislation discouraging. Meanwhile Germany, we are assured, has done better. Whereas their blind, before the war, deemed incompetent industrially, were trained for life occupation in special workshops, now, since that upheaval, they are being placed, along with other handicapped folk, in a proportion controlled by law, into every reasonable sort of public and private industry, thus wholly changing their social status.

We in this country may not do things so. But we cling to the objective that the just education of our blind demands their making good in the world. We receive them into boarding schools, provide a thorough and well-balanced training, and in so doing spend several times as much for their education through high school as is done for most others. Before 1900 few of us, their teachers, shouldered responsibility for them beyond that. Today we cannot afford to stop at that; we must also put much time, effort and means into publicity. And unless some other agency tries to make placements we must do it. If seeing is believing, the public must first see in order to believe. In our own case the Perkins lofty and beautiful tower was built not more to afford aspiration to those living under it than to invite the wondering public in. The local press often prints interesting items

about doings at the institution. *The Boston Transcript* runs in its Strangers' Directory a cordial invitation to visit us, and tells how to reach us. *Where to Educate* does the same. One hears many a conductor of the passing sight-seeing buses shout, "We are now passing Perkins Institution." People come in a more or less continuous procession. A visitors' attendant shows them about. School children and their teachers come; classes of nurses, of librarians, reappear each year. Given professors in neighboring colleges regularly bring their students for field day visits. For the older and larger groups we give special demonstrations, following an explanatory talk by a principal teacher or by Mr. Allen. We have a comprehensive moving picture of the pupils' activities which we run off for anybody and everybody, both at the school and on request before outside clubs and societies. We distribute some 3,500 annual reports, illustrated and otherwise prepared to invite perusal, besides much other literature, including picture postals and braille alphabet cards. Every year some 3,000 people hear our Christmas Carols and other concerts at Watertown; among these troops of public school children with their teachers. Audiences of another thousand attend the spring concert which we give in Boston as a part of the May Festival of the Civic Music Association.

While the above publicity is mostly local, many of the visitors come from afar, — foreign countries particularly. We invite numbers of people to stay to a meal or over night. For we deem such hospitality a legitimate part of our scheme for impressing the public. And, indeed, those of them who have sat at dinner with the pupils and teachers in their pleasant dining rooms or attended our morning "prayers" in the beautiful chapel will never forget the impression they carry away.

Last August a little group of five present music teachers

and pupils toured about near the homes of some of them in Maine giving concerts before service clubs, granges and other groups including a radio parish. They told the interested audiences how they taught, and were taught, usually being kept busy afterwards in writing peoples' names for them in pencil print or braille. Demands for repetitions came from far and near. They had a good time and more than met expenses. The idea and plan was their own, or rather that of Miss Starbird, our vocal instructor and leader of the girls' glee club. But Perkins Institution itself and its cause benefited through the right kind of publicity given. The quintet sang before more than 2,000 people and their singing was four times broadcast. Every year the whole glee club sings before about a dozen outside groups and in nearly every instance remains to mingle with the hostesses in a social evening. This club cannot accept half the calls made upon it.

We do not forget to explain to the pupils and teachers the philosophy of all such propaganda; that blind people, being marked, bear a responsibility towards their class which they must not shirk or forget; that a poor impression made by one of them lowers the social status of them all more than many good impressions lift it. This may be hard, but it is their heritage.

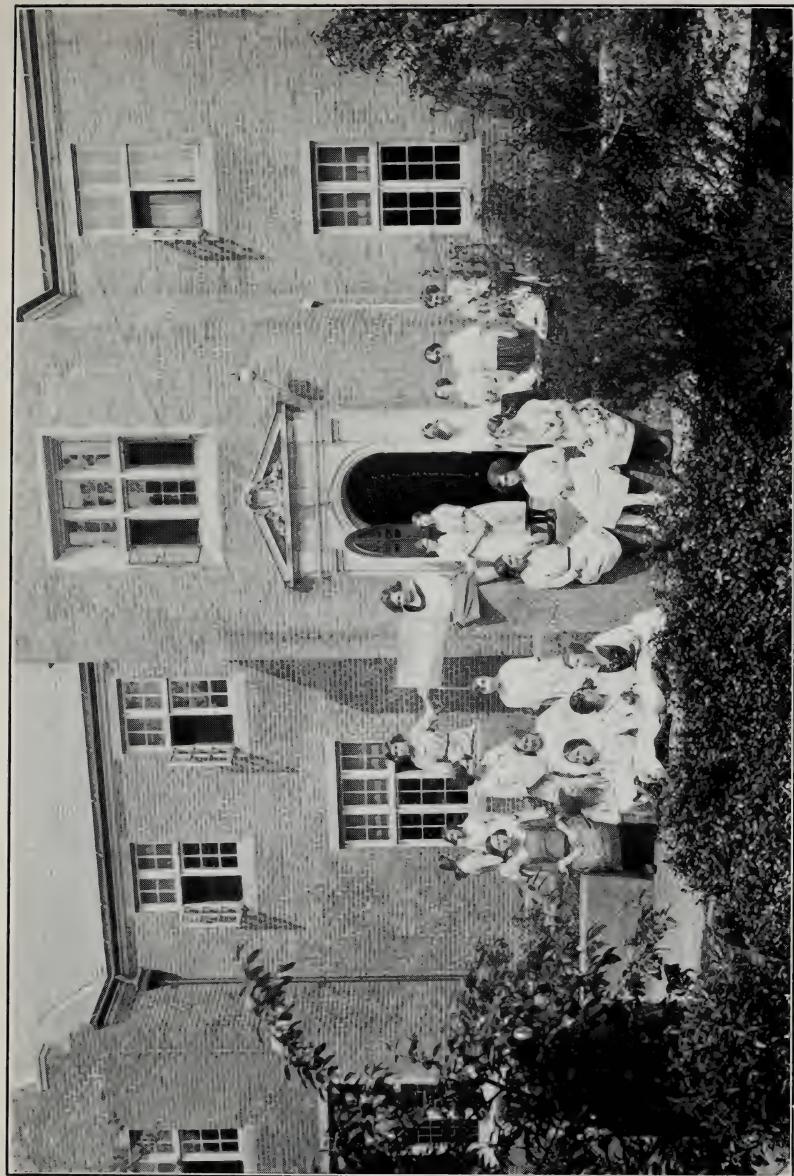
As to placements — the agent whom the state employs for that general purpose serves our pupils also. She visits Watertown often to counsel the older of them vocationally. Every summer she places several in temporary jobs, which experiment in industrial adjustment contributes, like the Antioch plan, both to school and to final placement efficiency.

Every school like ours has many ex-pupils who become acceptable members of society. To swell the number of these is our best means of raising the status of blind people.

Another of our most serviceable extensions just now is

done by the home visitor who travels by motor throughout New England, calling everywhere she thinks she can help either a blind person or the cause. Last year she made 768 such calls, going into all six states. Her most rewarding opportunity is when present pupils are at home on vacation. They expect and await her then; and it is the unusual parent who fails to get from such contact a warmer appreciation of the school than he had before. It means home co-operation with our efforts, and it is potent for good. While in a town this visitor looks up all past pupils living there, some of them who have been, perhaps, housemates of hers at South Boston or Watertown; — for this Mrs. Gleason, familiarly known as "Mother B", has been associated with Perkins for forty years. She calls also on the mothers of blind babies, to whom she gives whatever advice is needed and she follows them up; upon those parents who cannot bear to part with their shut-in children of school age; and upon neighbors who might persuade such shortsighted parents to a saner state of mind. She is constantly meeting people, both blind and seeing, not a few of them locally influential, who question her about the institution. The good seed she then scatters bears harvest of understanding and good-will.

The comparatively new vocational courses now offered on the Education of the Blind stand high in general extension promise if not in influence. While each season's students taking these courses discern in them their own better preparation for teaching, we see with hopeful vision the future effect of such sustained professional training upon the cause of the instruction of the blind everywhere, helping lift it as it must soon do out of the specific field of public welfare only, important as that field is, also into that of education recognized and admitted. There are but two other places in our country where such vocational training is attempted — the Graduate

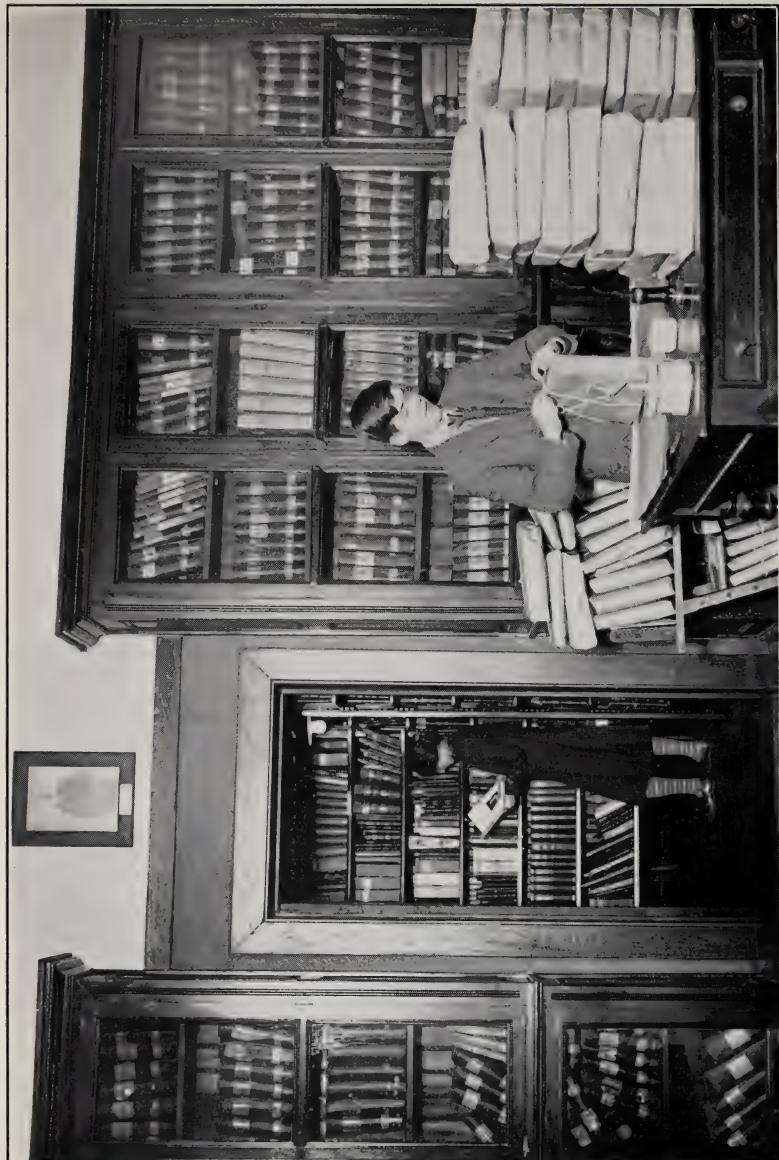


Perkins Institution

Fisher Cottage and its family, from Brooks Cottage. June, 1923

Perkins Institution

Regional library service. A pupil helper in the alcove of the Moon type books; also a glimpse into the Perkins special reference library of books on the blind. 1927



School of Education of Harvard University, and the Peabody College for Teachers. That at Cambridge, which is being conducted by our Director as lecturer on the Education of the Blind, is closely associated with our own courses. That at Nashville was last summer helped in general lectures by him and in tangible mapmaking by Miss Pratt, a member of his staff. In past seasons three others of our teachers have given special courses there.

What particularly makes the course given by Harvard systematic and academic is the use had of the Perkins historical material, notably the special reference library on blindness and the blind, the collection which Mr. Anagnos began to assemble long ago and which since 1900 has been more than doubled. It contains over 5,000 pieces, besides some duplicates. Most of this literature is in English, French or German. Nowhere else in the world is there so full and complete an assortment in our own tongue. Its files of annual reports of all schools for the blind are practically complete. Everything being catalogued for ready reference, it may be consulted, and what the instructors and lecturers list for required reading can be insisted upon. The students living, as most of them do, at the institution, are followed up tutorially according to the plan now in vogue at Harvard. Those pursuing the Special Methods course are also so followed up and otherwise aided by Miss Jessica Langworthy, who, since resigning her principal teachership with us two years ago, has both conducted this course and herself pursued courses at Cambridge required for the Harvard Degree of Ed.M. To date 84 young people have taken the course on the Education of the Blind, offered by Harvard, and 19, that conducted by Miss Langworthy. One government student attended last season from Japan and two students from Cuba, both of the latter having been sent to prepare to teach in the pioneer school in

Havana, and the former to take charge of the chief school of its kind in Japan, which is at Tokyo. The Japanese student who studied here three years ago is now head of the department of special education at home. Six other previous students from outside the American continent are teaching blind children either in the Hawaiian Islands, in Porto Rico or in Greece.

All this is very gratifying. However, the greatest apparent influence so far of these vocational studies and students is locally upon our pupil body and their instructors; in short, upon Perkins Institution itself. The visiting students being themselves select in character and capacity, as well as earnest in aims, their presence might be expected to be stimulating and inspirational. It is so. Practically the whole of our academic staff has taken this Harvard general course in "background," six having been appointed since taking it.

Another extension to be briefly described is the psychological testing, experimenting and research which we began in 1916, and since 1920 have put under the immediate direction of Samuel P. Hayes, Ph.D., Professor of Psychology at Mt. Holyoke College, who also directs a similar department at the Pennsylvania Institution. To be able to measure with some definiteness both the capacity and bent of school pupils has assisted teachers in classification, in curriculum making and in adapting this or that school pursuit to the individual boy or girl. In other words, by conserving time, energy and patience in pupil and teacher alike it has made our teaching more a science than formerly. We now test every child on entrance and begin his education with reasonable confidence as to result. In a school of our sort such advance knowledge has become invaluable. Also by collecting and charting the data over periods of time and by comparing these with similar findings made in other kinds of schools we can better compreh-

hend our own problems and struggle the more intelligently to overcome them through special emphasis rather than through following in traditional grooves. Experimentation and research into means and methods of approach and into personality, or a study of these, have not only added to the teachers' power but have also shown to the specialists among them their own convictions and peculiarities, and a need of increased broadening for fitness as educators. Our American schools for the blind, Perkins too, instead of being pedagogically ahead of most other schools for youth as they doubtless once were, because less shackled by tradition, need now rather to catch up with the times. Progressive education has been modifying method to such a degree of late years that we shall have to exert ourselves more than ever. Dr. Hayes' recently published pamphlet, "Ten Years of Psychological Research in Schools for the Blind" shows how very much we already owe to him and his little band of co-workers. Perkins has already joined hands with the American Foundation for the Blind in starting, at mutual expense, at our lower school of about 120 children, scientific experimentation from which both agencies expect to gain for the education of the blind new knowledge and new power. An expert in general method will begin her diagnostic studies and make remedial application of her findings as soon as she has acquired the special background for them, which will be early in 1928. She has already inspected sundry schools and agencies for the blind, attended a convention of the American Association of Workers for the Blind, read in the literature of our subject and has recently taken up residence at our institution to pursue the Harvard course on the Education of the Blind, absorb the special teaching methods in use there and to become otherwise intimately acquainted with our people, their works and their ways.

Blindness alone is handicap enough for any child to stagger

under; so for the correction of other physical defects in individual pupils we adopted scientific measures in the early days of our kindergarten at Jamaica Plain. At that time eminent specialists of Boston volunteered to make this possible. It was back in 1894 that Mr. Anagnos added to his staff one who had been graduated both under him and under Baron Nils Posse, Miss Lenna Swinerton, as instructor in corrective gymnastics. Since 1924 she has had an assistant, both working under Dr. Frank R. Ober, the eminent orthopedic specialist of Boston. Since 1908 we have employed two attending dentists, and since 1927 a dental nurse also; since 1920, a trained nurse; and since 1924 an instructor in corrective speech. A member of Professor Hayes' staff at Mt. Holyoke, Dr. Sara Stinchfield, has very kindly supervised for us this last new work of ours and its teacher. Until last year our oculists had been serving without pay, for which service they have put under obligation the institution and its many past and present pupils.

The making of embossed books and special appliances, which Dr. Howe began in 1833 and extended in order to serve not alone his blind pupils but others too, his successors have continued. By founding and gradually endowing the Howe Memorial Press with over \$200,000 of collected money Mr. Anagnos created the machinery both for experimenting in behalf of more and better books and appliances and for the making of them in quantities as needed; but it has been the free franking privilege since 1903 which has turned this department into a real extension and enabled Perkins Institution to become the depot of the regional circulating library for New England. Its collection of embossed books and music from all sources now amounts to 21,414 pieces. For a score of years this work has required the whole time of a special circulation librarian and recently also the part time

of the instructor of harmony and counterpoint. Last year the former sent out among the 615 adult readers 9,787 volumes. Mr. Bryan, the present manager of the Press, has always been keen to produce new devices and faultless workmanship. When Mrs. Rider, late of the Library of Congress, asked him, among others, to perfect the making of plates out of brailled paper sheets, Garin fashion, and the printing from them, he and his clever mechanics labored long and hard to do it. He seems now to have done it, even reaching his high standard of approximate perfection. Likewise, since Mr. Irwin, of the American Foundation for the Blind, began to agitate for more interpoint two-side printing, Mr. Bryan not only succeeded in building over our Perkins-made stereotypemaker for perfect performance but also adapted our platen press for the reproduction of this interpoint braille, which is most satisfactory. As a sample of this result, printed dry and with heat as the English do, he has recently issued an edition of Mr. Allen's Nashville convention paper, which appeared in letter-press with last year's annual report, and has circulated this among libraries and individual readers. He has also adapted our cylinder press for interpoint wet-paper print.

The Howe Memorial Press has been increasingly meeting our own and others' demands for nicely constructed appliances — braille slates, braillewriters, shorthand writers, stereotypemakers, pencil writing boards, wood and paper maps, diagrams, table games and sundry special apparatus. A tabulation of such manufactures since 1907, when recording them began, indicates calls from an extensive territory. During the world war the war-blinded who were hospitalized in France whiled away some of their tedium in playing with the so-called seamen's checkerboards and with interlocking dominoes ordered from us in large numbers by the New York

Association for the Blind. Altogether we have made and distributed within 20 years more than 5,000 table games. Although our American schools, classes for blind children, individual blind people anywhere and their friends have collectively sent since 1907 for nearly 21,000 of our braille slates, and for over 48,000 styluses to write on them with, of late it has been the volunteer handwriters of braille books, organized, taught and controlled during and since the war by the American Red Cross and by Catholic and Jewish societies, which have ordered most of them. While we have not given away many of these appliances, we have distributed them for less than actual cost, and have placed the returns from their sale into added output.

Because Perkins Institution has kept in tune and repair all the school pianos of the city of Boston and has done so continuously since 1877 it is not unfair to speak of this industry as one of our extensions. It has been going on for these fifty years in the view of thousands of teachers and pupils who, seeing it, got an improved notion of the industrial capacity of blind people. Naturally this has led to the increased employment hereabouts of more and more of our own tuners in factories and private homes and of other blind piano tuners elsewhere. We have record of 80 former pupils who have at one time or another followed successfully piano tuning.

The last of our extensions to be mentioned here is the Perkins Workshop at South Boston with its salesroom at 133 Newbury Street, Boston. This little business of between \$40,000 and \$50,000 a year has been running from the early days of the school, having been opened by Dr. Howe for the double purpose of employing the few grown-up pupils of those days who were homeless and of demonstrating to the public that his school training led to given practical results and might

lead to more if the public would but do its share. However, his attempts to turn blind handicraft labor into money were expensive, as most such attempts are, and partly for this reason, doubtless, he kept his shop small, but surely also because this wise man saw that in the diffusion of the blind in society rather than in their collection in shops lay the true solution of their search for the durable satisfactions of life. His shop was not residential and has never been so. Under Mr. Anagnos the character of the chief handicraft changed more and more to mattress-making in which the turnover of material could be made to count as much as, if not more than, the labor. Then by opening a salesroom with a conspicuous sign in a part of the city most convenient to patrons the business began to look up until it came to be self-sustaining under the guardianship of the institution. Its policy is to employ continuously a limited number of expert workers without sight, to permit over-time labor and to pay by piece work enough for a living wage, always to put out a first class product and by it to advertise at once the Perkins Institution and the fact that trained blind workmen can be producers of needed product and so fill a creditable place in the world.

It should now be evident to readers of this report that, shorn of these extensions, of which at least one, that of publicity, is vital to the purposes of the foundation, the name school without that also of institution would not properly characterize the additional though secondary purposes which it has grown to fill.

The most encouraging sign of the times in our field is our diminishing pupilage from New England. This is now first noticeable at the kindergarten which within the year admitted only one child blinded from that formerly chief feeder of

most such schools, babies' sore eyes. It was partly to find blind children and to persuade their parents to dispatch them to Watertown that we have been sending our home visitor outside of Massachusetts. She has brought in 10 new ones and has induced 6 old ones to return. But we still have vacant beds, 17 in the kindergarten alone, and shall welcome proper pupils from anywhere.

Last year, because of lack of room at boarding schools nearer home, New Jersey sent 4 to our upper school — one of them Helen Schultz, a girl of 22 years, who is both deaf and blind. She had been attending a public school center for the blind in Newark, and doing well there; but she needed also such experiences as only a residential school can provide. Retaining the use of articulate speech she does not require the full time of a special teacher. Moreover, her sister is now living near the institution. Another, a young man of eighteen, Clarence Goddard, who is similarly shut-in, was brought to us by Superintendent Abbott, of the Nebraska School, in order that he might be taught at the expense of our Glover Fund for the deaf-blind. He likewise retains the faculty of speech. This possession both pupils exercise constantly, in class and out, with teachers and fellow pupils, who talk to them mainly through finger spelling and palm writing. An interpreter sits by each in morning chapel exercises. But in most respects they go and come with the rest and like them cultivate the simple, basic habits from the contagion of inter-dependent family life to which we expose all pupils. It is on this habit-forming experience that we chiefly rely for the socialization of all while here and also afterwards when they shall be at home and in the greater world. While different in temperament both these special pupils are capable with brain and hands. Clarence is an asset to the boys' school; Helen, to the girls'.

Last year the Boston Chapter of the American Red Cross provided us for two hours a week a trained nurse to give lessons in child care to the girls of our little Bennett family, some of whom may get summer places as mothers' helpers. What the girls thought of the course they tell in a note printed with this report. We shall continue it at our own expense next year.

In former reports we have warmly mentioned Camp Sardelo. This is the little summer enterprise of love and service which our Miss Alice M. Lane has been carrying on since 1916 at Georgetown, Massachusetts. Miss Lane was not strong enough last summer to continue her cherished project, and the dozen little girls who would have benefited again by twelve weeks of such experiences were distributed as happened. This teacher has been instructing first, second and third grades at our girls' lower school for the past 33 years; and no more beautifully successful lifework can be imagined than hers has been. Her many past pupils both loved and believed in their teacher and friend to the extent of accomplishing under her tuition whatever she expected of them; and she expected all but the least capable to learn to read fluently and with expression even in the Roman line type of Dr. Howe and Mr. Anagnos. She wished to acquaint them with it before they took up the braille. Now this line type being the most condensed laterally of any lends itself to teaching reading by the word method, and Miss Lane always so taught her little beginners in reading. Each fall when Dr. Richard Cabot has brought his college classes in social ethics out to observe the Perkins activities he has directed their particular attention to Miss Lane's classes in reading as a demonstration of the efficacy of faith coupled with inspirational instruction. We have never listened to better reading by any little children in any kind of school. Miss Lane also taught practically

every girl of hers to print acceptably with the pencil, an accomplishment which, besides promoting concentration of mind, later adds dignity to typewriting, and with all our pupils precedes typewriting. It is interesting to note that the older students who come to us for a year of vocational study eagerly learn to print their names with the pencil. The atmosphere of Perkins seems to require it.

We believe that boarding-school life is better than day-school for most of our younger pupils. However, having them with us day and night and week-ends too carries its responsibilities and sometimes even disadvantages. For example, last year about a third of our primary family of 30 boys averaging 14 years of age, proved to be rather tough problems to the women in immediate charge. Several of these boys had come alien in spirit, and they remained so. A few had to be sent home pending vacancies in the upper school. This fall all have been promoted to it and being now the small ones of their respective families show themselves properly subdued; and they are doubtless in a fair way to become Americanized. But last year while they were still hard to control two of their teachers managed to ease the free time situation tremendously by means of hens. How this was done is told elsewhere in this year book.

For several years the Perkins office has been sending out cards of Christmas and New Year greeting to former pupils and to many friends of the cause. These cards carry their message embossed in Roman type legible to finger and eye.

Mr. Francis Ierardi, one of our alumni, who is regularly employed by the Massachusetts Division of the Blind, began last March to publish and send out to finger readers within the state and as a labor of love from himself and others supporting it, a twelve-page magazine in interpoint braille called *The Weekly News*. His current event items are mostly the same

as those appearing weekly under the heading "What the World is Doing," in *The Independent*, whose proprietors have kindly supplied him the copy. In fact, everybody hearing of the beneficent enterprise has helped it along,—including a number of its readers who might have been found together every Thursday evening collating, folding and preparing the edition for the mail. Naturally we have afforded Mr. Ierardi every facility of our press towards the success of this much needed and appreciated venture.

In June last we issued an edition of pamphlets describing in detail *The Sloyd System of Manual Training* in use by our girls. Miss Frances M. Langworthy, the departmental head, prepared it after teaching the subject for years both to a procession of girls and their instructors and to student teachers here and elsewhere. The course is a progressive one and leads to graduation. Forty-seven girls have completed it and received its certificate.

This year's closing exercises in June were uncommonly good,—consisting of the graduating essays, interspersed with music. School diplomas were given to nine; certificates in manual training to four; in piano tuning to two; in piano teaching to two. One of the piano graduates was immediately appointed to the teaching staff, while the other is continuing her studies at the New England Conservatory of Music in Boston. A graduate of six years ago, who has meanwhile graduated from Boston University and also shown his capacity to earn his own living tuning pianos, has now been appointed teacher in our boys' upper school. He prepared himself for acceptance by taking the vocational course in general method for work among blind people.

The Perkins graduate associations — two organizations splendidly independent in all ways — meet at the institution each year in June. We welcome these gatherings, for

they regularly infuse courage and purpose into the undergraduate heart. Each group comes for a day only and makes the most of that day, having had the keys of the place handed it. Naturally each makes all its own arrangements through committees, even hiring its own caterer. This year the alumnae — 54 strong — came on June 9, and on June 23 the alumni, 58 of them. A special feature of both reunions was their presentation to the institution of framed photograph enlargements of an instructor and of a matron recently deceased.

There are at present teaching at Perkins Institution twelve people with little or no sight, three of these not former pupils of our own but select ex-students of the Harvard Course in general method, above mentioned. Five-sevenths of our teachers see.

On October 1 of the current year, 1927, the number of blind persons registered at the Perkins Institution was 302, or ten fewer than on the same date of the previous year. This number includes 78 boys and 84 girls in the upper school, 54 boys and 47 girls in the lower school, 16 teachers and officers and 23 adults in the workshop at South Boston. There have been 47 admitted and 57 discharged during the year.

Causes of Blindness of Pupils admitted during the School Year 1926-27. — Ophthalmia neonatorum, 2; Accident, 3; Optic atrophy, 16; Congenital defects, 5; Congenital cataracts, 4; Albinism, 3; Interstitial keratitis, 1; Chorioretinitis, 2; Choroiditis, 1; Kerato-iritis, 1; Anophthalmos, 3; Buphthalmos, 2; Microphthalmos, 1; Aniridia, 1; Nephritis, 1; Retinitis pigmentosa, 1; Detachment of retina, 1; Disorganized globes, 1; Glaucoma, 1; Opacities of cornea, 1; Brain tumor, 1.

DEATH OF MEMBERS OF THE CORPORATION.

SIMEON E. BALDWIN; Rev. DAVID NELSON BEACH, D.D.; Dr. JOHN T. BULLARD; WILLIAM E. L. DILLAWAY; Dr. OLIVER HURD EVERETT; Rev. PAUL REVERE FROTHINGHAM, D.D.; LYMAN B. GOFF; JOHN W. HALLOWELL; CHARLES CABOT JACKSON; EDWARD CROSBY JOHNSON; Mrs. LAURA NORCROSS, widow of W. D. KINGSMILL MARRS, member of the Ladies' Visiting Committee to the Kindergarten from 1889 to the time of her death in September, 1926; Miss ELIZABETH CABOT MINOT; FRANK W. REMICK.

The Board of Trustees mourns its loss by death of the Rev. Paul Revere Frothingham, D.D., an active and esteemed member of this Board since his appointment by the Governor of Massachusetts in 1903 to the time of his death, November 27, 1926, serving on its Committee on Education, furthering in every way its progress and welfare and unsparing in his efforts, with both voice and pen, in its behalf.

All which is respectfully submitted by

FRANCIS HENRY APPLETON,
WILLIAM ENDICOTT,
PAUL E. FITZPATRICK,
G. PEABODY GARDNER, JR.,
ROBERT H. HALLOWELL,
RALPH LOWELL,
GEORGE P. O'CONOR,
MARIA PURDON,
OLIVE W. PUTNAM,
WILLIAM L. RICHARDSON,
LEVERETT SALTONSTALL,
HENRY K. SHERRILL,

Trustees.

MESSAGE APPEARING ON THE BACK OF TERM REPORTS.

To Parents and Friends of our Pupils:

Greeting, —

Teachers know that parents like to get good reports from school, and so they write as fair ones as they can. Please read this report of your boy or girl carefully and talk it over with him sympathetically — but wisely, too. Though it covers only a short period of time it may indicate what his future prospects are.

Of course the condition of your child's eyesight is a serious matter; but that handicap alone does not mean that he will not be capable of earning his living. All else that he has left him counts far more than what he has lost. If he will only make the most of what he has, you need not worry. Then talk matters over with him and encourage him to get the habit of doing as well as he can whatever he does, whether work or play, never allowing himself just to dream and drift. Remind him, too, that he will probably outlive you and that his happiness then will depend upon his independence of others.

Our bodies and brains are very wonderful. There is scarcely anything we may not accomplish with them if only we begin early enough and keep it up long enough. Roosevelt was a puny child, so asthmatic that he couldn't go to school with other children. But his father, who discovered in his boy a strong will, showed him how to grow better and stronger; and you know that he became a very strong

man indeed. Even when President he could outride on horseback his officers and men. Was he not truly a self-made man?

There is now successfully lecturing about the country one N. C. Hanks, who, when a boy, lost by dynamite explosion, not only his eyes, but also both hands at the wrists. He usually travels alone, having learned how to get along in all ways — actually even dressing and feeding himself. (He has lectured at Perkins Institution: ask your boy or girl about him.) This man, instead of giving up, has made the most of what he had left, the gift of appearing well and talking well. He is no cripple, for a cripple is one whose handicap keeps him down and out.

A few years ago a boy of fourteen, who had lost both eyes while hunting, came to our school and, finding its ways of doing arithmetic on a typeslate slow and tedious, began doing his sums in his head. From this he gradually came to rely for all school work almost wholly upon his head and thus so developed his powers of thinking and his memory that he soon outdistanced his fellow pupils, skipping one grade after another, until he had courage enough to go back to his home public school, where he also led his classes and from where he went to college, graduating from a four-year course in $3\frac{1}{2}$ years. He then studied law and is today a practising lawyer.

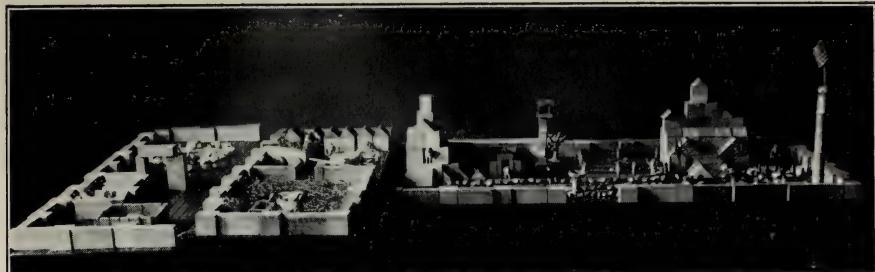
A Perkins girl, having no sight at all, developed before graduation, a few years ago, such skill and speed on the typewriter that she won a prize offered by a business school and is now earning her living as a dictaphone typist in a business office.

Many similar instances might be given. But these are typical of what can be done through overcoming obstacles. Since the war, blind youths find more chances in the world

than formerly. But only those of our pupils who keep on trying hard and in the right way, at school and at home alike, really succeed. New Year's resolutions are of little avail unless kept day in and day out until they become habits.

Then bid your boy or girl begin now to build for the future — he cannot start any earlier — assuring him that his future is largely in his own hands.

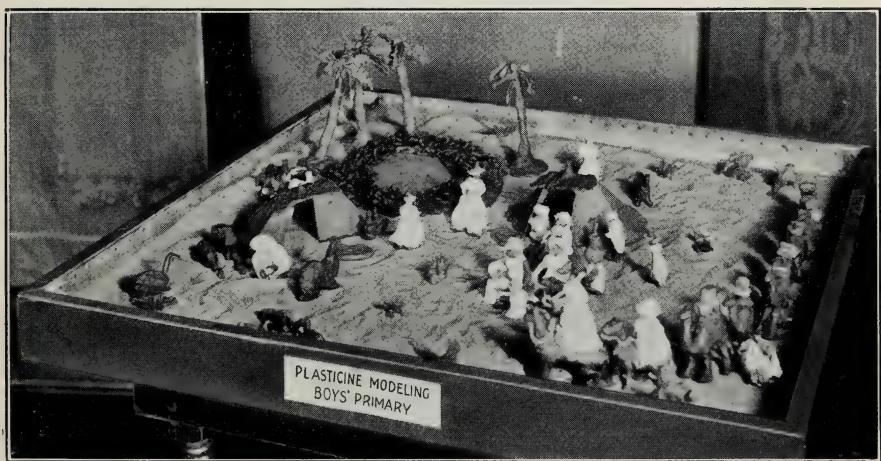
EDWARD E. ALLEN.



Girls' kindergarten project: The children's idea of a farm, acquired through song and story. They used blocks, spools, shells, animal models and plasticene, working several weeks. 1923

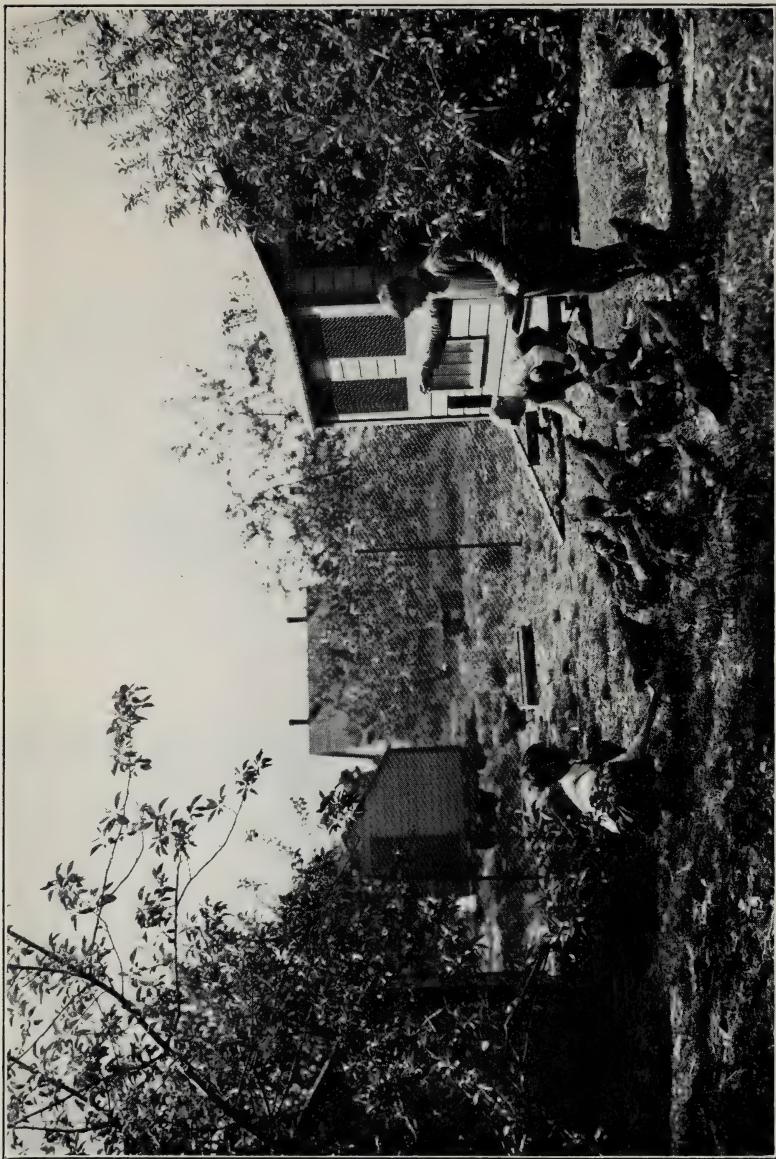


Measurement project: Primary boys' own playground, showing pavement, skating rink, swings, coast, trolley, hutch, log fort, fence. Materials: Tray lined with green blotting paper, thin wooden blocks, reed, sticks, strings, chains, wire netting, plasticene. Everything measured and reproduced to scale by the boys during several months. Third grade. 1926



Perkins Institution

Geography project: Desert caravan at an oasis. Materials: Tray, sand, plasticene, reed, braille paper and green crepe paper. The teacher constructed the tent out of paper for her pupils to cover with plasticene; the pupils did all the rest. Third grade. 1927



Perkins Institution

Primary boys with their hens. 1927

SOME MEMORANDA OF THE YEAR.

BOYS' PRIMARY POULTRY PROJECT.

Directly back of our school building there was a young apple orchard, already fenced and with plenty of grass between the trees, which seemed to invite the keeping of hens. In the spring of 1925 a 7 x 7 house was put up for us and ten hens brought over from the flock at the upper school. Two of the teachers in the department assumed the responsibility. There was such a general desire on the part of the boys to care for the hens that we had to limit our selection to the group who were to be promoted to the upper school the following September. It was a proper time of the year for arousing an initial interest in the project as the hens laid prodigiously and caring for them was easy and pleasant.

At the end of June three more houses of the same size as the first were put up in the orchard and the hens from the upper school were brought over to spend the summer. In September the upper school poultry department decided to start with a new stock of hens and the flock which had been in our orchard during the summer was offered to us. We had meant to go through our first winter without any expansion of stock, since we felt that the few months' experience in the spring had not been a real test, — of teachers, boys or hens. The wind and snow blow pretty freely at the north side of our buildings. However, there were the houses and there were thirty-five hens at our disposal. We could not resist the temptation to take them, especially as there seemed to be enough interest among the boys to justify doing so. Just as in the spring, there were many applications from the pupils for positions on the force.

Three houses were used for the flock and the fourth for storing grain and supplies. We had thought of assigning two boys to care for each house, with a possibility of rivalry, but as the hens mingled in the orchard and did not return always to the same house, this did not work well and

we soon settled to the arrangement which we have since followed, viz.: two boys, one blind and one with partial sight, do all of the work for a month; then another crew, similarly composed, take their place.

We were all novices. In that first autumn we asked advice from every quarter. However, there were bound to be exigencies. We recall that Mr. Allen was amused when he heard one of our small boys use the longish word "coccidiosis". We had frequent occasion to use the term, as the fact itself appeared early in our midst and gave us further cause for inquiry as to what should be done. This was our only serious setback. We lost about one-fourth of our flock from it before the school year ended.

Another difficulty, and one of a provoking nature, was the egg-eating habit which the hens formed. We combated this by going many times a day to gather the eggs. Here is an extract from a boy's diary:

"March 22. Sunday we were out in the henhouse getting the dry mash when we saw a hen eating out of a nest. We went up and saw that the nest was wet, and her bill was sticky. We sent all of the hens out except (*sic*) that one. I put an egg on the floor and the hen ate the egg all up.

Tuesday. This morning the hen that ate the egg was killed."

This example of retribution made quite an impression.

Before the cold weather came we did not know how it would affect the boys' enthusiasm. We were somewhat surprised to find that it was not lessened at all. There was no day so cold or stormy during our first winter that the hens were not fed and given warmed water before the boys had their own breakfast. If snow paths had to be shoveled, that added to the fun.

After the hens were shut in for the winter we had the question of green food to consider. By using parts of several old food choppers, Mr. Goss assembled for us one which works very well. The boys get turnip, carrot, and potato parings from the kitchen, put them through the grinder, and feed them each morning. Sometimes they get the outside leaves of cabbage, which are fed whole. Occasionally, when no parings are to be had, we apply to the main poultry department for mangel beets, but most of the green food comes from the kitchen refuse. The manipulation of the food chopper is part of the work of the blind member of the crew;

and it seems to be a particular joy. We require the worker to find out how to take the chopper apart after using, clean and put it together again.

Not all boys would look upon the Saturday cleaning of hen houses with favor. Our boys do. Under supervision they take the old straw from the floors and nests and wheel it away on the wheelbarrow. They put in fresh straw and spray kerosene on the roosts. They have spent many happy Saturdays in this way. All of the occasional tasks they enjoy. The blind boys like to open bags of grain and transfer it with a scoop to the large galvanized cans from which it is used.

We sometimes have presented to us an unexpected example of resourcefulness. Last winter the doors of two houses did not close well. The small blind member of the crew asked permission to work on them. He took another small boy, also blind, with him, and without advice or supervision, they took the doors from the hinges, raised them, screwed them on again, and re-adjusted the hasps. They have not needed attention since.

Our daily winter program is as follows: Our rising bell rings at half-past six. About twenty minutes later the seeing member of the crew and a teacher go to the henhouses. The boy cleans the roost boards, puts mash into the hoppers, scatters scratch grain, and brings water. A second boy and teacher come to the schoolhouse and grind the daily vegetable supply and the boy washes the grinder. This work is finished just in time for breakfast at quarter-past seven. The hens are not visited again until the quarter-past ten recess. The boy who has sight then carries out the vegetable, puts it into the troughs, and collects eggs. Before the afternoon session of school the blind boy collects eggs again and hangs up the vegetable troughs. At the close of the afternoon session the blind boy feeds scratch grain and again collects eggs. On cold days warm water is taken out at each trip. The last visit is made at five o'clock or later to empty the water pails so that they will not freeze and to lock the houses. Often, instead of a solitary boy there are two, three, or more, the additional number being invited by the crew.

We have felt that the work, to be of value, should be carried on with regularity, and it is given close supervision. By keeping in the back-

ground we are able to accompany the boys on most of their trips without detracting from their proprietary feelings. We have always a waiting list of boys who have petitioned for a turn. Usually, at the end of their month, the boys who are finishing ask if they may have another chance in the future. A few boys have tired of the work before the month was over, but as enlistment is voluntary, we have required these boys to finish their terms.

In our first spring venture we made no financial arrangements. We sold a few of the eggs and gave the money to a charitable cause; we gave a few to our younger neighbors; the rest the boys had to eat. With our larger flock, we wished to make some return on the investment. We decided that the boys should have breakfast eggs once each week. This was done throughout the year. One boy wanted to try his hand at salesmanship. He went about on the streets adjoining the Perkins grounds and offered his wares. He proved to be very good at selling and a small tin box, which was our treasury, grew heavy. After Christmas, when the egg production increased, we began sending eggs to the school commissariat. The boys attended to this, packing the eggs in the case and carrying them over to the storeroom. We sent a total of seventy-five dozen before our June closing. In the spring we took some of our egg money to buy a football. We lightened our treasury by eight and a half dollars to do this, but we had added our grain bills and thought we could still make up for them. We wished to make a return of twenty dollars in addition to the eggs. When we counted our money at the close of the year we had nineteen dollars and ninety-eight cents. The boys, of course, wanted to contribute two cents, but they had to be told that was not strict business accounting. Incidentally this work furnished us some good arithmetic.

We are now in our second winter, with a new group of boys and a poultry flock of about the same size as that of last year. We feel somewhat more experienced, yet we expect that we shall continue to be confronted with new problems and to learn from them, thus obtaining the "life situations" which we wish to bring to our pupils.

ETHEL D. EVANS.

THE THEORY AND PRACTICE OF HOUSEWORK FOR THE BLIND.

For the past year it has been my privilege to have charge of a small group of five girls, who desired to specialize in housework. Besides the girls, there were a Harvard student and myself living in Bennett, our little cottage house. The object was to give the girls an opportunity to live in a model family group; each one in turn preparing and serving the meals, caring for the house as anyone would be likely to do in any home. It has taught them also co-operation and thoughtfulness.

The phases of housework taken up were laundering, care of the house, food buying, planning and serving of meals, budgeting, nutrition and simple cooking including canning. The American Red Cross gave a course in home hygiene, which was justly appreciated.

To give the girls an opportunity to know about such electric appliances and other home devices as we did not have, we took several field trips. I am sure that the girls will never forget the visit to the Home Beautiful Exhibit in Boston as well as the visits to the Modern Priscilla House and the Home Economics Department of the Watertown High School. At the latter place we were given a glimpse of lunch-room management.

In a vocational school, one is generally given a term in applied training. So we attempted the same plan on a smaller scale. The girls were taken to a few private homes where they were allowed to do the housework. They did the general house-cleaning and they prepared, served and cleared away the noon meal. The purpose was to see if the girls could apply their practice in any house other than Bennett. They were apparently successful, for the house mistresses have offered their homes for such use at any time.

Since we often have had an unexpected guest to dinner the girls have also had an opportunity to do simple entertaining.

That this housework course may be an applied success depends not only upon the immediate persons concerned, but also on the co-operation of the general public. Three out of the five girls, who took the course this year, will take summer work (1927) in homes where they are to be mothers' helpers or do general housework. The other two are to be in their own homes and without doubt will use the knowledge and the capacity gained this year. Since numerous girls who have not taken the course have ac-

cepted similar positions, this would seem to be a field for the non- or semi-seeing girl. Our problem is to give to as many girls as we can a practical knowledge of housework, in order that there may be many who will be able to provide for themselves. To accomplish this, the hearty co-operation of everybody is needed.

HELEN W. MORTON.

HOME NURSING.

For the last three months, we have thoroughly enjoyed a course in home nursing given by the American Red Cross, as an experiment this year. The class was directed by Miss Leavitt, who came every Thursday morning from ten-thirty to twelve.

The course was divided into two parts, being theoretical and practical work in care of the sick and first aid. Having no textbooks, we received the theoretical part in lectures, and the practical part after each lecture.

In our first lesson we learned to make a hospital bed properly. This was put in practice during the week. The next demonstrations were: changing the bed, with a suitcase or chair for the back and a bolster under the knees; setting a convalescent into a chair; caring for the baby and small children under five; studying about food for babies, poultices and counter-irritants, the thermometer and first aid.

All of us were particularly interested in caring for the baby. We learned how to dress and undress a baby, to give it its bath and all that goes with this. Proper care of the baby should begin as soon as it is born. Usually a baby fares better if it is made to form its habits of eating and sleeping at regular times.

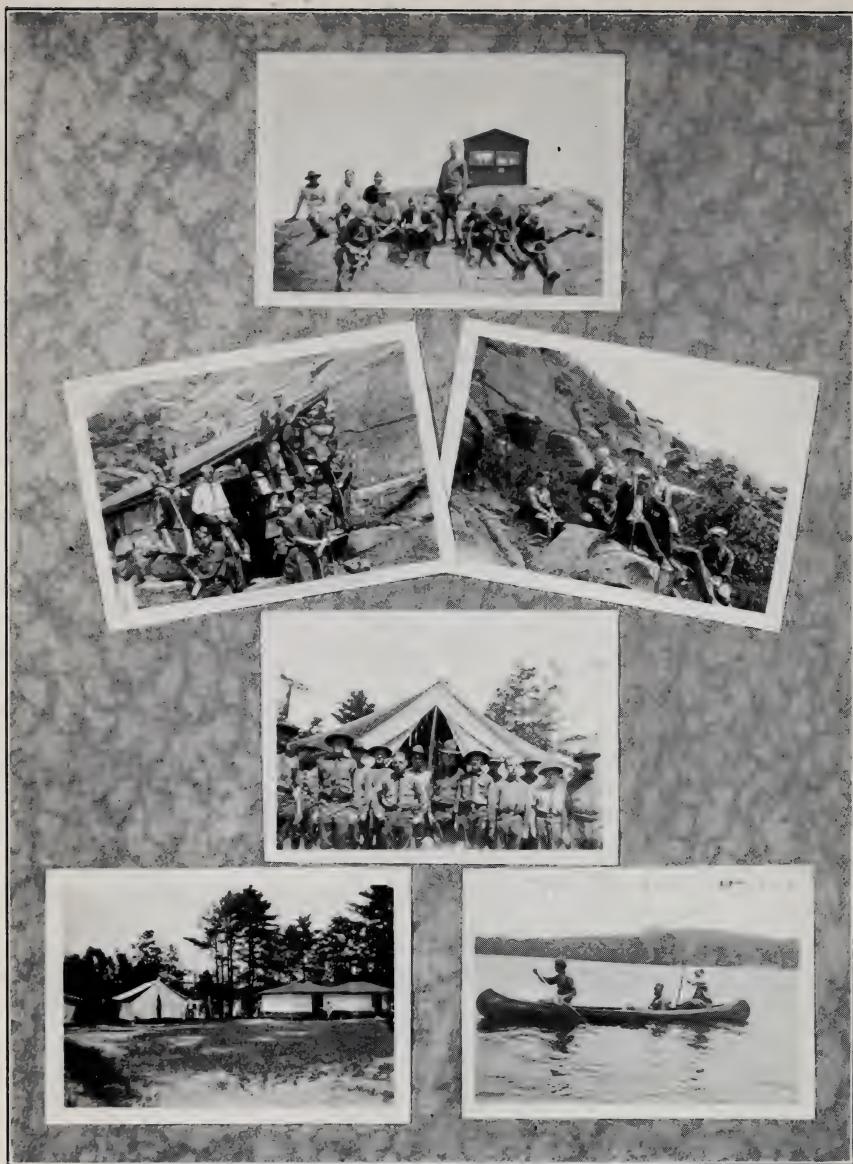
We were told that the highest death rates of children occur between the ages of two and five. It is at this period that the children are most likely to catch contagious diseases. Special precautions should be taken to prevent the children from communicating diseases to each other. There are tests given in order to avoid a few of these diseases. Vaccination immune one from smallpox, the Schick test from diphtheria, and the Dick test from scarlet fever.

We derived a great deal of pleasure in our lessons on first aid. We bandaged each other up till we looked as though we had been through war. The jaw bandage, although difficult to adjust, proved very success-



Perkins Institution
Object teaching and plasticine mapmaking

in the upper school, as arranged for a public demonstration. 1923



Perkins Institution

Some experiences of the Perkins group for June, 1926, at the Y. M. C. A. camp, Lake Massapoag, Dunstable, Mass.

ful in keeping the jaw quiet. An arm sling may be made by using a triangular piece of cloth. One corner is placed at the shoulder, while the other is slipped under the arm and brought to the opposite shoulder and tied into a square knot; the corner at the elbow may be twisted or fastened with a pin to give it a neat appearance. We had practice in bandaging either a sore or a broken finger and a sprained ankle, and in adjusting a surgical bandage.

This will give a little idea of what the course has been. We hope that it will be made possible for future classes to have a similar opportunity.

EDNA LANOUE,
OLIVINA NADEAU,
ETHEL MITCHELL,
EVA CONTOIS,
EMILY SANTOS,

Home Nursing Class of 1927.

CAMBRIDGE YOUNG MEN'S CHRISTIAN ASSOCIATION,
June 22, 1927.

DEAR MR. ANDREWS: — I think the camp of 1927 of the Perkins boys was one of the best that we have ever held. I had rather felt in other years that the boys did not get enough of the camp spirit, so this year we had them do a good many things that our regular camp boys do, namely: each table developed a table yell. They also learned quite a good many camp songs among which is our camp song "Massapoag the Beautiful." This song was composed by one of our former leaders. Another thing they did this year was the holding of boat races. We assigned coxswains from some of our men in camp and it worked out very nicely.

It is interesting to note that the average gain in weight of this group of 23 during the week was 2.78 pounds.

We shall be pleased to continue the custom of having the Perkins boys at Massapoag as long as you care to send them.

Yours respectfully,
JOHN W. WATERS,
Camp Director.

A VOLUNTARY EXPERIMENT.

Born of a desire that some Perkins pupils, having musical ability, might meet the public on equal ground with the seeing, also that we might extend knowledge of our school, the Gloria Quintet came into being in the spring of 1927 and formulated plans for a two weeks' trip to the State of Maine during the summer vacation.

The group comprised Edna Lanoue, soprano, and Madeline Brooks, mezzo soprano, both Perkins pupils, Mabel A. Starbird and Clara L. Pratt, contraltos, members of the faculty, and Beatrice L. Brown, accompanist, clarinetist and whistler, senior at Wheaton College.

The start from Boston in Miss Pratt's "Whippet" was made at an early hour on Sunday, July 31, and Portland was reached about noon. At 1:30 on that day we gave our first concert of vocal and instrumental solos, duets and quartets, over the radio, for the First Radio Parish Church of America from the Congress Square Hotel, Station WCSH; and in the evening our program at the Chestnut Street Methodist Church met a cordial reception.

Although the Y. W. C. A. was full, they made us comfortable by setting up extra cots for us, and we gave a concert there on Monday evening. Upon leaving the house we learned that our bill had been paid by "a friend" who had "listened in" to our singing on Sunday and who did not wish his name to be known.

Through the President of the Lions Club of Portland we arranged to sing at their luncheon on Tuesday, August 2, sharing the program with two speakers; but knowing that organization to be especially interested in the work which we represented, we declined to make any charge, saying that it would be a pleasure to us to appear before them. Imagine our surprise when, upon opening the envelope that was there put into our hands, we found a check for \$50! If at times a bit of concern regarding finances had crept into our minds, it was now banished, and we began to feel greatly encouraged. When asked to make a return engagement the following week, we made it very clear that we should be happy to do so without remuneration.

We went to Farmington in the afternoon and made that place our headquarters while giving seven concerts and demonstrations there and

in neighboring towns, before granges, church societies and the general public. One of our programs was given at the Farmington Home for Aged People. We sometimes added to the music a talk on the history of the Perkins Institution and its methods, demonstrating geography, writing, handwork and the use of some appliances for the blind. In order to equalize our heights, we sang informally, as if in dress rehearsal, seated around a table with a bouquet of flowers upon it.

Several people were so interested that they followed us from town to town, some of them hearing our program as many as four times. Press notices in local newspapers were kind, and several letters of commendation reached us, among them one from a superintendent of schools, who wrote: "Although I had heard many secondary school students in various musical programs, I had never heard a more finished or artistic rendition of songs than that given by your girls." We had the privilege of meeting people from all over the country, who expressed much interest in our work and in the Harvard course in the Education of the Blind, which we told about in connection with our program.

Returning to Portland, we gave six concerts in that vicinity, all to good-sized and enthusiastic audiences, and then drove back to Boston, feeling that we could not have had a richer, more fruitful vacation anywhere, and hoping that we might be able to go back next summer, as we promised to do.

MABEL A. STARBIRD.

A UNIQUE CELEBRATION.

On May 14, 1927, the tuning department of Perkins Institution celebrated the completion of half a century of the arrangement with the City of Boston for the tuning of the public school pianos by tuners from the institution. Members of the tuning department, past and present, and friends, numbering more than a hundred, gathered in the Institution Assembly Room to speak and to hear about the work, its beginnings under the wise and enterprising leadership of Mr. Joel W. Smith, then instructor and manager of the tuning department, and its continuance by the devotion of the tuners and the generous co-operation of the Boston school authorities.

The plan for this project went into operation May 1, 1877. Mr. Arthur C. Andrew and Mr. George E. Hart, two young men who were about ready to graduate, carried it on with the assistance of a guide, taking it alternate weeks, under Mr. Smith's supervision. After about a year Mr. Andrew left to establish himself in business near his home in Willimantic. He was present at the celebration, and entertained the company with vivid reminiscences of the start in the new field, of the long working days, of the strenuous determination to give satisfaction, and of the success soon achieved. When Mr. Andrew stepped to the platform, he was escorted by Mr. Frank F. Mattoon, the first guide employed, whose efficiency and careful attention contributed much to the success of the undertaking during the early years.

Mr. Hart continued the work, giving full time to it after Mr. Andrew left to start on his own account, occupying the position until 1893, when he succeeded Mr. Smith as instructor and manager, a position which he filled until his death in 1911.

During the half century the number of pianos has increased fivefold, and plans for their care have had to be readjusted to fit in with the more varied curriculum of the schools.

The tuners regularly employed by the institution on this work have been few in number, five of whom were present at the celebration; however, many others have served as extras for short periods each. But the arrangement has much greater value in its opportunity for demonstration to a large number of people. Many chances to tune in homes come to blind tuners because of the confidence built in the mind of the customer while a teacher or pupil in a school visited frequently by a blind tuner.

Other cities have since employed blind tuners. Among them are Chicago, Cleveland, Detroit, Medford, Minneapolis, Philadelphia, Pittsburgh, Waltham and Worcester, and probably others; but as far as we know Boston was the pioneer. Honor to the city that had the generosity and the vision and the courage to do the thing, even though it had not been done elsewhere up to that time.

During the celebration, Mr. Allen, director of the institution, read extracts, fortunately preserved, from the correspondence of Mr. J. W. Smith, relating to the early history of this enterprise; and Lady Francis

Campbell told of Mr. Smith's work in organizing the tuning department at the Royal Normal College in the early seventies, and of his advanced study in London at that time into the technique of piano service. Mr. Frank Washington, for many years one of the tuners regularly employed, spoke of the progress and expansion of the work, along with that of the institution itself, under Mr. Allen.

Music and light refreshments added to the pleasure of the occasion.

In public school activities, music occupies a place of increasing prominence. The success of our tuners in some cities suggests the question whether others of our more efficient craftsmen might not find employment in that field. Vacancies occur from time to time on the staff of city employees. Such a time would seem the best opportunity to apply, rather than while the position is being satisfactorily filled by a competent man. But tuners may anticipate by increasing their knowledge and skill, and even by learning the best way to go about it when the right time for action arrives.

ELWYN H. FOWLER.

SPECIAL METHODS CLASS.

The Special Methods department of Perkins Institution started to function again with the opening of the Harvard Class in October, 1926, but intensive work began after the Harvard examination was over, on Monday, January 31, 1927. The class had eleven members and one, afterwards two auditors, all resident. Of the regular members, four had normal vision, four had considerable useful vision, and three were totally blind. Both of the auditors were partly seeing.

The general plan of procedure for each day was two hours of theory, in the form of lectures and discussions, one hour of required reading, one or two hours of manual training, and two or three hours of observation and practice teaching. As last year, the teachers of the school co-operated most helpfully, gave talks on their class methods, opportunities for class observation and teaching when that was possible, and practice in manual training. As the class leader, I gave talks on methods, led discussions, gave written work, read to those who could not do their own reading, and superintended the observation and teaching periods.

Some members of the class went into the school chorus for training in

singing, some took piano lessons, and some were pleased to enter classes in gymnastics, swimming and dancing. They also enjoyed the opportunities of going to concerts, which occasionally came their way.

The books read during the course varied somewhat, but were all under the care of the class leader. Among the books carefully read, commented upon, and often written upon were: Kitson's *How to Use Your Mind*; James' *Talks to Teachers*; Strayer and Norsworthy's *How to Teach*; Bishop Huntington's *Unconscious Tuition*; Smith's *Education Moves Ahead*; Reeder's *How Two Hundred Children Live and Learn*; Swift's *Learning by Doing*; Gulick's *Philosophy of Play*; W. H. Smith's *All the Children of all the People*. Individual members of the class read several other books.

The theory work comprised such subjects as: the meaning of Kindergarten for the blind child; the teaching of braille,—taken up from the point of view of the normal child, the backward child, and the adult; methods used in the subjects covered in the grades; certain high school subjects which employ special methods, and such general problems and possibilities as the Dalton and other plans for individual instruction; speech correction; drudgery and interest; the importance of manual training; object lessons, with some practical demonstrations; the use of the text book; examinations; types of blind pupils; cases involving success or failure with the probable reasons therefor; the teacher of the blind child; elements of success for blind persons; the social needs of the blind child; the findings of psychology and the use of intelligence tests; studying; encouraging the reading habit; and many other topics suggested by circumstances.

Written reports on readings, observations and theory were required, and the year's work ended with a three-hour examination. Each member of the class was given a statement concerning her standing, signed by Mr. Allen.

Besides listening to the teachers who gave talks on their respective methods, the class heard Miss Isabel Greeley, who spoke on early days in the kindergarten at Jamaica Plain, Lady Campbell, who told them of life at the Royal Normal College in London, Miss Garside, who spoke of her home-teaching experiences, especially with reference to the teaching

of braille, and Miss Maxfield, who described researches recently made on the teaching of reading. The class also had the privilege of attending the Home Teachers' Conference.

They have had a number of social events of their own besides those connected with the school, and we think they have enjoyed their year at Perkins, and have profited by it. JESSICA L. LANGWORTHY.

A MASSACHUSETTS INSTITUTION WHICH TEACHERS SHOULD KNOW ABOUT.¹

The upper picture facing this page is of the class now taking Course N1, offered by the Graduate School of Education of Harvard University, the subject being the Education of the Blind. So far as we know, no equivalent academic course is offered anywhere else. It consists of lectures covering the history and development of the education of the young blind and the rehabilitation of the adult, together with much required and directed reading and some research. The latter part is made possible by the resources of the unique special reference library of the Perkins Institution, a collection of many years. Some of the students of the course have come from afar, — Hawaii, Porto Rico, Holland, — the present class of sixteen coming from eight states and from Canada, Cuba and Japan. Twelve of these are also pursuing a theoretical and practical course in the special methods of the school. Scholarships are being assembled for the purpose of enabling more and more promising people, either blind or seeing, to come to Massachusetts to be trained for this special line of teaching.

Practically all the 52 instructors of Perkins have had either general normal or collegiate training, but most of them have acquired their special preparation "on the job." However, 18 of them have now taken N1, four of whom will use their credits from N1 towards the Harvard degree of M.Ed.

The 48 residential schools for the blind in the United States still select their teachers from the general supply. No definitely special advance preparation has ever before been expected or required. Harvard University and the George Peabody College for Teachers at Nashville, which gives a summer course, and the Perkins Institution are pioneering to help place the education of the blind on a plane with other professional education; and doubtless they will achieve this end before long. A few states have begun to make provision for licensing the teachers of their special

¹ Reprinted by permission from *Common Ground*, official organ of the Massachusetts Teachers Federation, January, 1927.

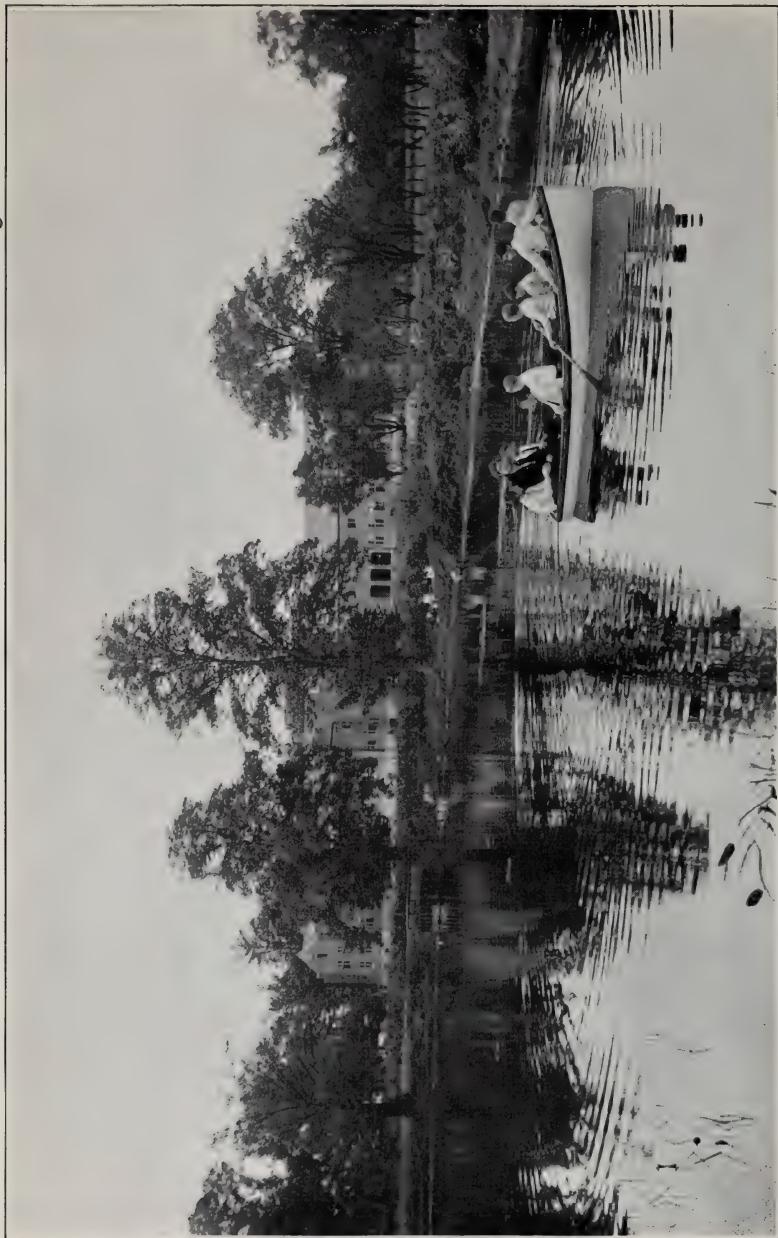


Class of 1926-27 in N1, a half-course on the Education of the Blind, offered yearly by the Graduate School of Education of Harvard University, Edward E. Allen, Lecturer. The class is shown assembled at Perkins Institution



Perkins Institution

Class of 1926-27 in Special Methods, a full year's course offered by Perkins Institution and conducted by Miss Jessica L. Langworthy



Perkins Institution

Primary boys boating on the pond. 1915. In the background is seen the eastern aspect of the Lower School or Kindergarten

schools and for paying them higher salaries than general teaching of similar grade commands. Why not? The successful instructor of handicapped children must have unusual strength,—initiative, resourcefulness, thoroughness, understanding and wisdom; and obviously he needs also special preparation. He has a peculiar problem to solve, which is how most effectually to prepare his pupils for social and economic competency. Teaching them at school is both pleasant and satisfying. The classes are small and the children usually more serious students than those distracted by excessive "extra-curricular activities." The pay is increasingly good, and not a few people make this calling their lifework.

Requests from public school pupils pour in to Perkins for information to be worked up into essays on the education of the blind. This indicates a growing interest in the topic on the part of teachers. But all teachers who can should visit the institution. They will be welcome to inspect every department of it. Its school sessions, vacations, etc., correspond to those of other schools. Practically all the pupils are resident,—necessarily so because they come from all over New England. The few who live in Watertown go home nights; and most whose homes are in Greater Boston go to them week-ends. There are comparatively few blind children of school age, barely 400 in all New England,—while there are several times as many deaf children and, therefore, the more schools for them, as was indicated on page 60 of the November, 1926, number of this periodical. The tangible appliances and special socializing facilities of a boarding school for children shut in by blindness are expensive. But Perkins Institution, which has been privately endowed, has them in abundance; in fact, in this feature no such school in all the world is superior. It does not fit its pupils for special workshops, but rather for employment alongside the seeing. They may be found successfully following such callings as these: hand assembling in factories and warerooms, ticketing, wrapping, inspecting, selling, office typewriting, making household articles, serving as mothers' helpers, poultry keeping, lecturing, writing, entertaining, investigating social conditions, home teaching among the adult blind, operating telephone exchanges, teaching school, teaching music, church organ playing, singing, playing for dances, composing music, piano tuning, practising massage, osteopathy, law and preaching.

While instructing the young blind is easy enough, it is difficult to fit them for the business competition of the world. The pity most people give them is not helpful — is destructive rather than constructive. If what many of our blind people do could be generally known and understood, it would foster respect rather than wonder, and their condition would be far less a tragedy than it is. Their particular cross is in their isolation and dependence, much of which would be mitigated by a better mutual understanding.

One way to bring about this understanding is to see the activities of blind pupils; for seeing is believing. School and college classes may visit Perkins Institution at almost any time. They will see there a museum of thousands of specimens for object teaching, which supply the place of pictures; a great library of quarto volumes in braille, with textbooks for the pupils and fiction in great variety to feed the reading hunger of the greater number of the grown-up people who live at home. The yearly circulation of books exceeds 17,000. Most of this is done by mail, Uncle Sam carrying them both ways free of postage. It is informing to learn how children who cannot see are taught direction and orientation, how to make and read maps, draw geometrical diagrams, etc.; how to play all sorts of table games; how to swim and dive; how to coast and skate, to play a modified game of football and to indulge with zest in competitive athletics, — all kinds of jumping, putting the shot, and sprinting. There is a national athletic association of schools for the blind, which holds yearly competitions for prizes. A few of the schools are situated near enough for actual meets. The life at such a family-plan school as that of Perkins is pretty wholesome and normal. But it is helped and improved by public attention. The proverb, "They can who think they can" applies very well to the blind at school. But after graduation the proverb should read "They can what the public thinks they can."

Come and see Perkins. It is at Watertown and housed in a group of Tudor Gothic buildings with a setting of trees and shrubs well worth a visit in themselves. It may be easily reached by trolley from Park Street, Boston, from Brighton, Newton, Waltham or Cambridge. On reaching Watertown steer for the great tower by the Charles River, but avoid the river road or boulevard, as the entrances are on Riverside Street and North Beacon Street.

ACKNOWLEDGMENTS.

I.—ACKNOWLEDGMENTS FOR CONCERTS, RECITALS AND DRAMATICS.

To Mr. AARON RICHMOND, for eighteen tickets for each of two vocal recitals in Jordan Hall, Boston.

To Mrs. ANITA DAVIS-CHASE, for several tickets for each of three recitals in Jordan Hall.

To Miss F. J. PEARSON, for two tickets for a concert by the Glasgow Orpheus Choir in Symphony Hall, Boston.

To Mr. GRANT MITCHELL, for a general invitation to a performance of his play, "One of the Family," at Wilbur Theatre, Boston.

To Mr. GEORGE BROWN, for eighteen tickets for his violoncello recital in Jordan Hall.

To Miss BERTHA WESSELHOEFT SWIFT, for twelve tickets for a students' vocal recital in Jordan Hall.

To Mr. ERNEST L. NICHOLS, for forty tickets for a minstrel show given by the Men's Central Club at the Players' Club, West Newton.

To Gen. FRANCIS HENRY APPLETON and Mr. ALBERT THORNDIKE, for a supply of tickets for a concert by the U. S. Blind Veterans Musicale Company in Jordan Hall.

To Mr. A. H. HANDLEY, for nine tickets for a recital of all American songs by Miss Olga Warren in Steinert Hall, Boston.

To Mrs. A. M. PEABODY, for a general invitation to a bird lecture by Mr. Edward Avis at the Bulfinch Place Church, Boston.

To Mr. WILLIAM D. STRONG and Mr. HERBERT BOARDMAN, for sixteen tickets for their recital on two pianofortes in Steinert Hall, Boston.

To Com. BRENT A. LOWE, Watertown Post No. 99, American Legion, for a general invitation to a lecture by Dr. Tekyi Hsieh on "Awakening China."

To Mr. JOHN V. REGER, for a general invitation to a professional baseball game at Fenway Park, Boston.

To Mr. W. L. WHITE, for four tickets for Norumbega Park.

II.—ACKNOWLEDGMENTS FOR RECITALS AND LECTURES IN OUR HALL.

To Mrs. ISABEL RICHARDSON MOLTER, for a vocal recital.

To Dr. SAMUEL P. HAYES, for a lecture on "Lies and Alibis" and again for one on "Illusions."

To Prof. EDWARD ABNER THOMPSON, for a reading of "Disraeli."

To Signor GIUSEPPE CAMILLONI, for a pianoforte recital.

To Mrs. LUCIA AMES MEAD, for a talk on the general international situation.

To Mr. WILLIAM D. STRONG, for a pianoforte recital.

To Mr. J. W. BARKER, for a reading of "A Christmas Carol."

To the Rev. E. P. JANVIER, for a talk on his experiences in India.

III.—ACKNOWLEDGMENTS FOR BOOKS, PERIODICALS AND NEWSPAPERS.

American Review (embossed), The Beacon (embossed), Braille Courier (embossed), Le Braille Magazine (embossed), California News, Catholic Review (embossed), Catholic Transcript (embossed), Channels of Blessings (embossed), Christian Record (embossed), Christian Science Monitor, Christian Science Quarterly (embossed), Christian Science Sentinel, Church Herald for the Blind (embossed), Colorado Index, Congregationalist, through Mrs. GEO. H. REED,

Esperanto Ligilo (embossed), Illuminator (embossed), Interallied Magazine (embossed), Lions Juvenile Braille Monthly (embossed), Lutheran Messenger for the Blind (embossed), Matilda Ziegler Magazine (embossed), The Mentor, The Messenger to the Sightless (embossed), Ohio Chronicle, Optimist (embossed), Our Dumb Animals, Our Own (embossed), Il Progresso (embossed), Rāja-Yoga Messenger, Red, White and Blue (embossed), Rocky Mountain Leader, The Searchlight (embossed), The Theosophical Path, The Utah Eagle, Weekly Review (embossed), West Virginia Tablet.

To Mr. U. AKIBA, Mrs. E. E. ALLEN, The American Foundation for the Blind, WILLIAM W. COOK, GUY PRATT DAVID, Dr. R. S. FRENCH, T. OREGON LAWTON, Dr. F. PARK LEWIS, Rev. A. W. LITTLEFIELD, Mrs. WINIFRED HOLT MATHER, Mrs. S. A. STOVER and YUSUKE TSURMI, for letter press books.

To FREDERICK BODE, MARY BURROUGHS, Mrs. SOPHIA M. GROUSE, Massachusetts Division of the Blind, Mr. F. P. PROCTOR, Mrs. T. R. PROCTOR, Mrs. RYERSON and the Xavier Publishing Company, for embossed books.

To The American Braille Press, American Brotherhood for Free Reading for the Blind, AMY MILTON KOHLSAAT, GRACE RAYCROFT RILEY, ALICE JENNY TUFTS, KATHERINE BELL UPHAM and ANITA S. WARD, for transcribing books into braille for our circulating library.

IV. — ACKNOWLEDGMENTS FOR GIFTS.

To Mrs. E. PREBLE MOTLEY, Mrs. JOHN CHIPMAN GRAY, Mrs. WALTER C. BAYLIES, Mrs. HENRY H. SPRAGUE, Mrs. THOMAS A. QUALEY, Miss CARRIE O. SILLOWAY, BOSWELL DOUGLAS BLANDY, the Civics Class of Junior High School of Wellesley, Mrs. MARY E. HYSLOP, Miss RUTH WILCOX, the Primary Department of Union Congregational Church of Weymouth and Braintree, through Mrs. NEWMAN PAGE, Miss ADELINE KENNER, Miss EVELYN STERN, Miss CLARISSA KLEIN, and Master LAWRENCE ANDERSON, for gifts of money.

To the BOSTON COMMITTEE FOR THE BLIND, Mrs. H. Freiman, chairman, for cottage sociables in all our different departments, for a week's camping party for several of our boys and their physical instructor, for gifts of money and clothing, phonographs with records, candy, ice cream and cake, and for regular conveyance for several pupils to and from Temple Israel, Boston; and to Master ROBERT BLAIR ULIN, who met the expenses of the party for the lower school boys.

To Mrs. LOUIS ROSENBAUM, Mrs. H. FREIMAN, Mrs. E. M. MOORE, Mrs. ELLEN CORRIGAN, Mrs. T. P. TALBOT and Mrs. SARAH M. BROWN, for phonographs with records.

To the JORDAN MARSH COMPANY, for a generous supply of Ampico records; and to Mr. EDWARD AVIS, for records of bird songs.

To Mr. HORACE TAYLOR, for conveyance of a party of our pupils to see his collection of models of animals, and for his gift of some of these.

To Mrs. ROSENBAUM, Mrs. QUALEY, Mrs. M. KAY, Mrs. H. G. KOOPMAN, Mr. ARTHUR SULLIVAN, and the Misses MARY and LOUISE ADAMS, for clothing; and to the last-named, for Christmas gifts.

To Mr. SULLIVAN, for the Red Cross Society, and to visitors from the Brookline All Saints Church, for dolls; and to some of the latter group for gifts of money.

To the BOSTON COMMITTEE OF THE INTERNATIONAL APPLE SHIPPERS' ASSOCIATION, through John L. Duffy, chairman, for a generous supply of apples; and to Mrs. MARY LOVEJOY and Mr. DANIEL GOODWIN, for similar gifts.

To Mrs. QUALEY and Mr. GRANT MITCHELL, for confectionery.

To the BENEVOLENT FRATERNITY FRUIT AND FLOWER MISSION, Boston, for flowers.

To Miss ELIZABETH CLARK and Mrs. GEORGE H. MONKS, for chairs having special associations.

To Mrs. MONKS and Mrs. HAROLD J. COOLIDGE, for books.

To Mr. UMAJI AKIBA, for Japanese instruments and pictures.

To a class of girl reserves from the Y. W. C. A., Boston, for a May basket for each little girl in our kindergarten.

LIST OF PUPILS.

OCTOBER 1, 1927.

UPPER SCHOOL.

Ady, Fay L.	MacDonald, Marion.
Baker, Elsie.	Macdougall, Mildred D.
Barnard, Eliza B.	Maher, K. Dorothy.
Barnes, Florence E.	McGovern, Velma.
Bazarian, Mary.	McMeekin, Jennie.
Beliveau, Leontine T.	McMullin, Beatrice M.
Bessette, Vedora.	Miniuitti, Desaleina.
Brooks, Madeline D.	Mitchell, Ethel G.
Buckley, Alice.	Nowicki, Janina.
Burt, Eleanor T.	Ogilvie, Hilda M.
Cherlin, Mary.	Parsons, Priscilla.
Clanton, Erline.	Pimental, Mary V.
Coakley, Alice L.	Reese, Helen.
Corsi, Angelina.	Rosato, Felice.
Coughlin, Evelyn.	Runner, Constance L.
Curran, Ellen A.	Samon, Stacey.
Daniels, Dorothy D.	Schultz, Helen.
De Cesare, Ida.	Scott, Arline R.
DeDominicis, Edith.	Shea, Mary Ellen.
Doherty, Kathleen E.	Silvia, Emma.
Doyle, Mary E.	Simmons, Bertha.
Duquette, Blanche.	Skipp, Doris M.
Duquette, Irene.	Slaby, Stephanie.
Eastman, M. Albertina.	Sordillo, Mary.
Elliott, Mary.	Stanevitz, Mary.
Farnham, Barbara E.	Statuta, Mary.
Flinn, Mary E.	Thebeau, Marie.
Foster, Mabel G.	Wheeler, Theresa.
Gagnon, Eva.	Wilcox, Bertha M.
Gilbert, Eva V.	Williams, Phyllis.
Gleason, Jeanette B.	Withrow, Cora.
Glynn, Helen.	Wolf, Hedwig.
Goodwin, Helen J.	Younie, Bernice E.
Guernsey, Rena G.	Amiro, Gilbert.
Hanley, Mary.	Anselmo, Manuel V.
Harasimowicz, Alice.	Barrett, Robert C.
Haswell, Thelma R.	Berube, Walter.
Higginbotham, Hettie.	Cammarano, Angelo.
Hilton, Charlotte.	Campbell, Peter F.
Hinckley, Dorothy M.	Casella, Charles.
Hinckley, Geraldine.	Chase, George W.
Ingersoll, Dorothy.	Chombeau, Bertrand.
Janney, Mary C.	Cook, William L.
Kazanjian, Zarohieh.	Cormier, Alfred.
Kelley, Beulah C.	Cota, Winfield.
Landry, Edwina.	Czub, Albert.
Laudate, E. Lena.	Damon, George M.
Lemorey, Mary J.	Danielian, Charles.
L'Heureux, Juliette.	Davy, Horace.
Little, Elizabeth M.	Despres, John P.
Lyons, Mary L.	DiCicco, Emilio.

DiMartino, Matthew.
Donovan, Thomas J.
Dunbar, Kenneth A.
Eaton, Charles P.
Egan, John P.
Ferguson, George A.
Gaffney, George J.
Gagnon, René.
Giuliano, Paolo.
Goddard, Clarence W.
Goguen, Raoul.
Greene, Frank H.
Grime, G. Edward.
Hannon, James E.
Harcourt, W. Reece.
Hendrick, Horatio W.
Henry, Paul W.
Jablonski, Joseph.
Katwick, Arthur D.
Keefe, Clarence G.
Kiljian, Joseph.
Kwoisnieski, Thaddeus W.
Laba, Stephen.
Lafleur, George.
Lamarine, W. Leo.
Loesche, Fred.
Lord, Paul E.
Marchesio, Aldo.
Marchesio, Guido.
Maschio, Angelo N. B.

Maynes, Thomas.
McCluskey, Harry L.
Melanson, Hervé J.
Michaud, J. Armand.
Noble, Clark W.
Paice, Gerald J.
Piccolo, R. Albert.
Pike, Norman N.
Pontarelli, Rocco.
Purdy, W. James.
Radominski, Frank.
Rainville, Harvey L.
Reinert, Alfred E.
Remington, Joseph H.
Rosenbloom, Robert.
Rubin, Manual.
Santiago, Gregorio.
Santos, Tony.
Shaw, Harris E.
Shulman, George.
Silva, Arthur P.
Simons, Charles.
Stott, Lester W.
Thompson, R. Lawrence.
Vachon, Edouard.
Warner, Charles G.
Wesson, Kermit O.
Williams, Clifford.
Wysk, Adam.
Young, Vinal R.

LOWER SCHOOL.

Accorsi, Annie.
Badrosian, Mary.
Beaudoin, Marie.
Buckley, Frances A.
Burgess, Priscilla.
Casella, Frances.
Cordoy, Jennie.
Correia, Angelina.
Correia, Fanny.
Cox, Ruth A.
Crossman, Evelyn M.
Czyzewski, Margaret J.
Dardioli, Luigina.
Della Morte, Maria.
Dien, Sarah M.
Edwards, Eleanor B.
Falgione, Helen O.
Foley, V. Marion.
Furtado, Matilde.
Getchell, Barbara.
Hale, Marion.
Harley, Rita M.
Hawkins, Rose E. A.
Homen, Georgianna.
Irwin, Eleanor I.
Libbey, Fannie E.
McEvoy, Evelyn M.
McNamara, Eileen.
McNamara, Lorraine.
Mierzewski, Stephanie.
Morris, Irma.
Parker, Rose.

Pepe, Carmella.
Pepe, Philomena.
Perry, May B.
Potter, Ruth.
Ricker, Ruth.
Robinson, M. Viola.
Roy, Catherine M.
Saverino, Maimie.
Souza, Irene M.
Surprenant, Lillian V.
Swanson, Grace E.
Szezerba, Mary.
Taylor, Mary J.
Widger, Evelyn L.
Wolfson, Martha.
Adams, Raymond G.
Annunziata, Albert.
Barker, Douglas H.
Beaulieu, Ernest.
Bowden, Robert F.
Cambardelli, Arthur J.
Caroselli, Andrea.
Cetto, Joseph.
Cirella, Anthony.
Comeau, Bernie.
Cookson, Robert.
Costa, Anthony.
Cowick, Orville H.
Delaney, James D.
Devino, Ivor G.
Di Francesco, John.
DiPippo, Bartolomeo.

Ellis, Warren P.	MaDan, Alton E.
Fiske, Howard R.	Maynard, Merrill A.
Frizzell, Frederick.	Medeiros, Joseph.
Gifford, D. Paul.	Meuse, Paul R.
Goodwin, Ralph.	Miskiavitch, Norbert.
Gould, Basil.	Morris, Kenneth A.
Hannon, John F.	Pasterczyk, Henry.
Hatch, Arthur F.	Petherick, George.
Hull, Richard L.	Polchlopek, Frank.
Kesselman, Max.	Ramos, Joseph.
King, Carl S.	Rives, Louis H.
King, John C.	Rock, Raymond J.
Lahti, George V.	Slinski, Marcyan.
Lankowicz, Stanley.	Spelman, Kenneth E.
Lincoln, Carlton G.	Sprague, Charles R.
Little, Robert E.	Tancrelle, Gideon.
Lubin, John.	Tobey, Arthur W.
Macaluso, Biaggio.	Vincent, A. Roy.
MacLaughlin, Leroy B.	

The places from which these pupils come and the number from each place follow: —

Massachusetts	176	Virginia	2
Rhode Island	36	Arizona	1
Maine	13	Colorado	1
Vermont	13	Georgia	1
New Hampshire	9	Nebraska	1
New Jersey	4	Pennsylvania	1
Canada	2	Porto Rico	1
Connecticut	2		

CHRISTMAS MUSIC BY THE CHOIR OF PERKINS INSTITUTION AND THE CHILDREN'S CHOIR OF THE KINDERGARTEN FOR THE BLIND.

ASSISTED BY ADELINE TOLLESON, VIOLINIST, ALICE McLAUGHLIN, FLAUTIST, LORETTA NOONAN,¹ SOPRANO, MADELINE BROOKS,¹ ALTO.

DWIGHT HALL, SUNDAY AFTERNOON, DECEMBER 18, 1927, AT 3:30 O'CLOCK; TUESDAY
EVENING, DECEMBER 20, 1927, AT 8:15 O'CLOCK.

MEMBERS OF THE FACULTY PARTICIPATING

MISS MATTHEWS,¹ SOPRANO, MISS PRATT, ALTO, MISS WOODWORTH, SOPRANO, MR.
ANDREWS, TENOR, MR. NEAL, BARITONE, MISS SEYMOUR, PIANIST, MR. HART-
WELL, ORGANIST, MISS HILLS, DIRECTING THE CHILDREN'S CHOIR.

EDWIN L. GARDINER, DIRECTOR.

PROGRAM.

PART I.

Choral — Break Forth, O Beauteous, Heavenly Light	J. S. Bach
Christmas Carol — Sleeps Judea Fair	Mackinnon
Antiphonal Carol — In Bethlehem	Kingsley
A Song for Christmas	Daniel Gregory Mason
Old Normandy Noël — The Holy Child	Arranged for Perkins Choir
Antiphonal Carol — The Cornish Bells	Tertius Noble
Ancient French Noël — Shepherds, why this Jubilee?	Arranged for Perkins Choir
Old French Noël — Little Jacques	Nicholas Martin (1555)
Austrian Folksong (1810) — Shepherd's Christmas Song	Heinrich Reimann
Old French Noël — Bring a Torch, Jeannette, Isabella	Nicholas Saboly
Song of the Magi — All Hail the Virgin's Son!	Dickinson
Castilian Melody — Come, all ye Children	Arranged for Perkins Choirs
Winter Legendry — A Song for Christmas	Samuel Richards Gaines
Song of Adoration	Arranged from an old Normandy Noël
Old German Carol — From Highest Heaven	

PART II.

The Story of Bethlehem — A Short Cantata for Christmas	John E. West
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¹ Graduates of Perkins Institution.

ONE-ACT PLAYS

PRESENTED BY THE PERKINS PLAYERS FOR THE BENEFIT OF THE HOWE BENEFICIARY FUND AND THE PERKINS ATHLETIC ASSOCIATION.

PERKINS INSTITUTION, WATERTOWN, MASS.

Friday Evening, April 1, at 8 o'clock; Saturday Afternoon, April 2, at 3 o'clock, 1927.

"Lijah"

EDGAR VALENTINE SMITH.

(Produced by special arrangement with Walter H. Baker Company of Boston.)

"The Valiant"

HOLWORTHY HALL and ROBERT MIDDLEMAS.

(Produced by special arrangement with Norman Lee Swartout, Summit, N. J.)

"The Maker of Dreams"

OLIPHANT DOWN.

CONCERT BY THE CHOIR OF THE PERKINS INSTITUTION.

EDWIN L. GARDINER, CONDUCTOR.

ASSISTED BY THE VANNINI SYMPHONY ENSEMBLE AND EDITH MATTHEWS, SOPRANO,
LORETTA NOONAN, SOPRANO, MADELINE BROOKS, ALTO AND DAVID BLAIR
McCLOSKY, BARITONE.

MEMBERS OF THE FACULTY PARTICIPATING

MABEL STARBIRD, ALTO, CLARA PRATT, ALTO, MARION WOODWORTH, SOPRANO,
FRANCIS ANDREWS, JR., TENOR, PAUL NEAL, BARITONE, LOUISE SEYMOUR,
PIANIST, JOHN F. HARTWELL, ORGANIST, EDWARD JENKINS, ORGANIST.

UNDER THE AUSPICES OF THE CIVIC MUSIC ASSOCIATION, INC., BOSTON.

JORDAN HALL, THURSDAY AFTERNOON, MAY 9, 1927, AT 3.

PROGRAM.

Hallelujah! — from "The Mount of Olives" Ludwig van Beethoven
Kyrie Eleison — from "The Messe Sonnelle" Gounod
Miss NOONAN, *Soprano*.
Mr. ANDREWS, *Tenor*. Mr. NEAL, *Baritone*.

How Lovely is Thy Dwelling-Place — from "The Requiem" Brahms
(a) Scherzetto, for the organ Vierne
(b) Finale from the Sixth Symphony, for the organ Widor
Mr. JENKINS.¹

Aria — "L'amerò, sarò costante" Mozart
Miss MATTHEWS.

Cargoes Balfour Gardiner
Land of Our Hearts George Whitefield Chadwick
Fair Ellen Max Bruch

¹ Graduate, Perkins Institution and New England Conservatory of Music. Member of the American Guild of Organists.

GRADUATING EXERCISES OF THE PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND.

THURSDAY, JUNE 21, 1927, 10:30 A.M.

PROGRAM.

Chorus — “Land of Our Hearts” *George Whitefield Chadwick*

Essays:

Magazines in Embossed Type.
ERINE AURORA PERSON.

Enjoying the Great American Game.
MARY URSULA FLANAGAN.

Our Field Day.
ROSE MARGARET SALADINO.

Soprano Solo — “Hymn to the Night” *Campbell-Tipton*
EDITH MARY MATTHEWS.

Essays:

Things Worth While.
RITA ANGELA NOON.

The Inspiration of the Sea.
MARY ALBERTINA EASTMAN.

Organ — “Entrée du Cortège” *Dubois*
RAOUL J. GOGUEN.

Essays:

The Poultry Industry.
LEON H. NOBLE.

The Development of Water Power.
ROBERT I. ROSENBLoom.

The Evolution of the Typewriter.
ALVIN EUGENE BRUENN.

Presentation of Diplomas and Certificates.

Chorus — “The Silent Sea” *Neidlinger*

STATEMENT OF ACCOUNTS.

BOSTON, October Twenty-fifth, 1927.

Messrs. F. H. APPLETON, Jr., WARREN MOTLEY, Auditors, *Perkins Institution and Massachusetts School for the Blind, Watertown, Massachusetts.*

GENTLEMEN: — I have audited the accounts of Albert Thorndike, Treasurer of the Institution, for the fiscal year ending August 31, 1927, and have found that all income from investments and proceeds from sales of securities have been accounted for, and that the donations, subscriptions, miscellaneous receipts, as shown by the books, have been deposited in bank to the credit of the Treasurer of the Institution.

I have vouched all disbursements and verified the bank balances as at the close of the fiscal year.

The stocks and bonds in the custody of the Treasurer were counted by the Auditing Committee and the schedules of the securities, examined by them, were then submitted to me and found to agree with those called for by the books.

I hereby certify that the accompanying statements covering the Institution, Howe Memorial Press Fund, and Kindergarten, correctly set forth the income and expenditures for the fiscal year ending August 31, 1927.

Respectfully submitted,

JOHN MONTGOMERY,
Certified Public Accountant.

INSTITUTION.

BALANCE SHEET, AUGUST 31, 1927.

	<i>Assets.</i>	
Plant: —		
Real estate, Watertown	\$535,137 23	
Real estate, South Boston	8,647 74	
Real estate, Boston	44,646 25	
		<u>\$588,431 22</u>
Equipment: —		
Furniture and household	\$10,025 72	
Tools, etc.	1,344 52	
Music department	18,490 00	
Library department	83,609 84	
Works department	18,433 93	
		<u>131,904 01</u>
Investments: —		
Real estate	\$273,078 74	
Stocks and bonds	1,175,342 01	
Stocks and bonds — Varnum Fund	125,087 49	
Stocks and bonds — Baker Fund	10,744 24	
		<u>1,584,252 48</u>
3,875 82		
Inventory of provisions and supplies	500 00	
Loans receivable	5,011 48	
Accounts receivable	733 90	
E. E. Allen, Trustee	7,208 43	
Cash on hand		
		<u>Total</u>
		<u>\$2,321,917 34</u>
	<i>Liabilities.</i>	
General account		<u>\$378,567 12</u>
Funds: —		
Special	\$86,670 77	
Permanent	379,689 19	
General	1,456,835 64	
		<u>1,923,195 60</u>
Amount carried forward		<u>\$2,301,762 72</u>

<i>Amount brought forward</i>		\$2,301,762	72
Unexpended income, special funds		16,643	47
Gifts for clock and organ		39	00
Vouchers payable		3,472	15
Total		\$2,321,917	34

TREASURER'S CONDENSED INCOME ACCOUNT, YEAR ENDING AUGUST 31, 1927.

Rent net income		\$16,961	57
Interest and dividends, general purposes		68,031	63
Interest and dividends, special funds		4,968	00
Annuities and trusts		1,286	76
Tuition and board, Massachusetts	\$40,540	00	
Tuition and board, others	33,728	26	
		<u>74,268</u>	<u>26</u>
Total		\$165,516	22
Less special fund income to special fund accounts		\$4,968	00
Treasurer's miscellaneous expenses		1,799	44
Mortgage interest		4,041	67
Repairs on account of faulty construction		2,527	02
		<u>13,336</u>	<u>13</u>
Net income		\$152,180	09
Net charge to Director		133,274	50
Balance of income		\$18,905	59

DIRECTOR'S CONDENSED EXPENSE ACCOUNT, YEAR ENDING AUGUST 31, 1927.

Administration: —			
Salaries and wages		\$8,418	03
Other expenses		594	01
		<u>\$9,012</u>	<u>04</u>
Maintenance and operation of plant: —			
Salaries and wages		\$31,819	11
Other expenses: —			
Provisions	\$16,066	60	
Light, heat and power	10,953	76	
Household furnishings and supplies	2,143	67	
Insurance and water	1,415	44	
Repairs	2,133	53	
Publicity	2,003	09	
Field workers	527	15	
Extraordinary expense	551	70	
Loss on bad debts	263	79	
Depreciation on furniture, household equipment, tools, etc.	1,243	62	
Depreciation on buildings, Watertown	13,687	85	
Net loss, Works department	495	70	
Miscellaneous	1,424	03	
	<u>52,909</u>	<u>93</u>	
Instruction and school supplies: —			
Salaries and wages	\$38,640	00	
Other expenses	1,143	05	
	<u>39,783</u>	<u>05</u>	
Total		\$133,524	13
Less net income, Tuning department		249	63
Net charge to Director		\$133,274	50

Income Special Funds.

On hand September 1, 1926		\$16,106	66
Add income 1926-1927		4,968	00
Total		\$21,074	66
Distributed		4,431	19
Unexpended income August 31, 1927		\$16,643	47

WORKS DEPARTMENT.

BALANCE SHEET, AUGUST 31, 1927.

	<i>Assets.</i>	
Cash		\$534 55
Accounts receivable		5,759 15
Merchandise inventory		7,880 56
Furniture, tools and equipment		4,259 67
Total		\$18,433 93

	<i>Liabilities.</i>	
Main office		\$18,929 63
Less — net loss		495 70
Total		\$18,433 93

PROFIT AND LOSS, AUGUST 31, 1927.

	<i>Revenue.</i>	
Sales		\$46,355 75
	<i>Expenditures.</i>	
Materials used		\$12,486 73
Salaries and wages		27,017 40
General expense		6,492 53
Auto expense		339 85
Total expenditures		46,336 51
Profit		\$19 24
Deduct:—		
Difference in inventory of tools and equipment		\$424 66
Loss on bad accounts		101 33
Total		\$525 99
Less bad debt recoveries		11 05
		514 94
Net loss for the year ending August 31, 1927		\$495 70

INSTITUTION FUNDS.

Special funds:—		
Robert C. Billings (for deaf, dumb and blind)		\$4,000 00
John D. Fisher (Scholarship)		5,230 00
Joseph B. Glover (for blind and deaf)		5,000 00
Harris Fund (Outdoor Relief)		26,667 00
Maria Kemble Oliver (Concert Tickets)		15,000 00
Prescott (Scholarship)		9,893 45
Elizabeth P. Putnam (Higher Education)		1,000 00
Richard M. Saltonstall (use Trustees)		3,000 00
A. Shuman (Clothing)		1,000 00
Thomas Stringer (care of T. S., etc.)		15,880 32
		\$86,670 77
Permanent funds:—		
George Baird		\$12,895 21
Charles Tidd Baker		11,016 90
Charlotte Billings		40,507 00
Stoddard Capen		13,770 00
Jennie M. Colby, in memory of		100 00
Ella Newman Curtis Fund		2,000 00
Stephen Fairbanks		10,000 00
David H. Fanning		5,010 56
Harris Fund (General Purposes)		53,333 00
Harriet S. Hazeltine Fund		5,000 00
Benjamin Humphrey		25,000 00
Prentiss M. Kent		2,500 00
Kate M. Morse Fund		5,000 00
Amounts carried forward		\$186,132 67
		\$86,670 77

Amounts brought forward \$186,132 67 \$86,670 77

Permanent funds—Concluded.

Jonathan E. Pecker	. . . . .	950 00
Richard Perkins	. . . . .	20,000 00
Mrs. Marilla L. Pitts, in memory of	. . . . .	5,000 00
Frank Davison Rust Memorial	. . . . .	4,000 00
Samuel E. Sawyer	. . . . .	2,174 77
Charles Frederick Smith	. . . . .	8,663 00
Timothy Smith	. . . . .	2,000 00
Mary Lowell Stone Fund	. . . . .	4,000 00
George W. Thym	. . . . .	529 89
Alfred T. Turner	. . . . .	1,000 00
Levina B. Urbino	. . . . .	500 00
William Varnum Fund	. . . . .	126,744 86
Anne White Vose	. . . . .	12,994 00
Charles L. Young	. . . . .	5,000 00

379,689 19

General funds: —

Charlotte H. Andrews	. . . . .	\$13,500 00
Ellen S. Bacon	. . . . .	5,000 00
Elizabeth B. Bailey	. . . . .	3,000 00
Eleanor J. W. Baker	. . . . .	2,500 00
Calvin W. Barker	. . . . .	1,859 32
Lucy B. Barker	. . . . .	5,953 21
Francis Bartlett	. . . . .	2,500 00
Mary Bartol	. . . . .	300 00
Thompson Baxter	. . . . .	322 50
Robert C. Billings	. . . . .	25,000 00
Susan A. Blaisdell	. . . . .	5,832 66
William T. Bolton	. . . . .	555 22
George W. Boyd	. . . . .	5,000 00
Caroline E. Boyden	. . . . .	1,930 39
J. Putnam Bradley	. . . . .	268,391 24
Charlotte A. Bradstreet	. . . . .	10,508 70
Lucy S. Brewer	. . . . .	13,006 54
J. Edward Brown	. . . . .	100,000 00
Maria A. Burnham	. . . . .	10,000 00
T. O. H. P. Burnham	. . . . .	5,000 00
Abbie Y. Burr	. . . . .	200 00
Annie E. Caldwell	. . . . .	4,000 00
Emma C. Campbell	. . . . .	1,000 00
Edward F. Cate	. . . . .	5,000 00
Fanny Channing	. . . . .	2,000 00
Mary F. Cheever	. . . . .	200 00
Ann Eliza Colburn	. . . . .	5,000 00
Susan J. Conant	. . . . .	500 00
William A. Copeland	. . . . .	1,000 00
Louise F. Crane	. . . . .	5,000 00
W. Murray Crane	. . . . .	10,000 00
Harriet Otis Crift	. . . . .	6,000 00
David Cummings	. . . . .	7,723 07
Chastine L. Cushing	. . . . .	500 00
I. W. Danforth	. . . . .	2,500 00
Charles L. Davis	. . . . .	1,000 00
Susan L. Davis	. . . . .	1,500 00
Joseph Descalzo	. . . . .	1,000 00
Elsie C. Disher	. . . . .	161,001 00
John H. Dix	. . . . .	10,000 00
Alice J. H. Dwinell	. . . . .	200 00
Mary E. Eaton	. . . . .	5,000 00
Martha S. Ensign	. . . . .	2,505 48
Orient H. Eustis	. . . . .	500 00
Mortimer C. Ferris Memorial	. . . . .	1,000 00
Thomas B. Fitzpatrick	. . . . .	1,000 00
Ann Maria Fosdick	. . . . .	13,733 79
Nancy H. Fosdick	. . . . .	3,937 21
Sarah E. Foster	. . . . .	200 00
Mary Helen Freeman	. . . . .	1,000 00
Cornelia Anne French	. . . . .	10,000 00
Martha A. French	. . . . .	164 40
Ephraim L. Frothingham	. . . . .	1,825 97
Jessie P. Fuller	. . . . .	200 00
Thomas Gaffield	. . . . .	6,685 38

Amounts carried forward \$753,236 08 \$466,359 96

<i>Amounts brought forward</i>		\$753,236 08	\$466,359 96
General funds — <i>Continued.</i>			
Albert Glover		1,000 00	
Joseph B. Glover		5,000 00	
Charlotte L. Goodnow		6,471 23	
Charles G. Green		39,328 65	
Mary Louise Greenleaf		200,147 80	
Ellen Hammond		1,000 00	
Hattie S. Hathaway		500 00	
Jerusha F. Hathaway		5,000 00	
Charles H. Hayden		27,461 01	
John C. Haynes		1,000 00	
Joseph H. Heywood		500 00	
George A. Hill		100 00	
Margaret A. Holden		3,708 32	
Charles Sylvester Hutchison		2,156 00	
Eliza J. Kean		19,100 00	
Ernestine M. Kettle		10,000 00	
Lulu S. Kimball		10,000 00	
Lydia F. Knowles		50 00	
Catherine M. Lamson		6,000 00	
Susan M. Lane		815 71	
E. E. Linderholm		505 56	
William Litchfield		7,951 48	
Mary I. Locke		8,361 89	
Hannah W. Loring		9,500 00	
Adolph S. Lundin		100 00	
Susan B. Lyman		4,809 78	
Stephen W. Marston		5,000 00	
William H. Maynard		10,163 34	
Charles Merriam		1,000 00	
Joseph F. Noera		2,000 00	
Emily C. O'Shea		1,000 00	
Sarah Irene Parker		699 41	
William Prentiss Parker		2,500 00	
George Francis Parkman		50,000 00	
Grace Parkman		500 00	
Philip G. Peabody		1,200 00	
Edward D. Peters		500 00	
Henry L. Pierce		20,000 00	
Sarah E. Pratt		2,928 59	
Grace E. Reed		5,054 25	
Matilda B. Richardson		300 00	
Julia M. Roby		500 00	
Mary L. Ruggles		3,000 00	
Marian Russell		5,000 00	
Nancy E. Rust		2,640 00	
Joseph Scholfield		2,500 00	
Sarah E. Seabury		3,116 01	
Richard Black Sewell		25,000 00	
Margaret A. Simpson		968 57	
Esther W. Smith		5,000 00	
The Maria Spear Bequest for the Blind		15,000 00	
Henry F. Spencer		1,000 00	
Lucretia J. Stochr		2,967 26	
Joseph C. Storey		5,000 00	
Sophronia S. Sunbury		365 19	
Mary F. Swift		1,391 00	
William Taylor		893 36	
Joanna C. Thompson		1,000 00	
William Timlin		7,820 00	
Alice W. Torrey		71,470 00	
Mary Wilson Tucker		481 11	
George B. Upton		10,000 00	
Charles A. Vialle		1,990 00	
Abbie T. Vose		1,000 00	
Horace W. Wadleigh		2,000 00	
Joseph K. Wait		3,000 00	
Harriet Ware		1,952 02	
Charles F. Webber		11,500 00	
Allena F. Warren		2,828 33	
William H. Warren		4,073 17	
Mary Ann P. Weld		2,000 00	
<i>Amounts carried forward</i>		\$1,422,105 12	\$466,359 96

<i>Amounts brought forward</i>	\$1,422,105	12	\$466,359	96
General funds — Concluded.				
Oliver M. Wentworth			300	00
Cordelia H. Wheeler			800	00
Opha J. Wheeler			3,086	77
Samuel Brenton Whitney			1,000	00
Mehitable C. C. Wilson			543	70
Thomas T. Wyman			20,000	05
Fanny Young			8,000	00
William D. Young			1,000	00
				<hr/>
			1,456,835	64
				<hr/>
			\$1,923,195	60

HOWE MEMORIAL PRESS FUND.

BALANCE SHEET, AUGUST 31, 1927.

Assets.

Equipment and supplies: —				
Printing plant			\$787	13
Machinery			2,919	75
Printing inventory			11,152	29
Appliances inventory			8,394	66
Embossing inventory			746	65
Stationery, etc., inventory			1,540	71
				<hr/>
			\$25,541	19

Investments: —				
Stocks and bonds			180,974	04
Accounts receivable			1,334	46
Cash on hand			2,931	86
				<hr/>
Total			\$210,781	55

Liabilities.

General account				\$186,686	33
Funds: —					
Special			\$7,000	00	
Permanent			5,000	00	
General			11,890	00	
					<hr/>
Vouchers payable				23,890	00
				205	22
Total				\$210,781	55

TREASURER'S CONDENSED INCOME ACCOUNT, YEAR ENDING AUGUST 31, 1927.

Interest and dividends, general purposes				\$13,273	81
Interest and dividends, special funds				594	53
					<hr/>
Total				\$13,868	34
Less Treasurer's expenses				65	40
					<hr/>
Net income				\$13,802	94
Net charge to Director				13,014	15
					<hr/>
Balance of income				\$788	79

DIRECTOR'S CONDENSED EXPENSE ACCOUNT, YEAR ENDING AUGUST 31, 1927.

Maintenance and operation of plant: —					
Embossing			\$2,219	84	
Printing			7,067	97	
Appliances			4,759	32	
Stationery			623	56	
Library			3,220	56	
Depreciation on machinery and equipment			423	82	
Salaries			2,101	00	
Loss on bad accounts			224	08	
Miscellaneous			93	24	
					<hr/>
			\$20,733	39	
<i>Amount carried forward</i>					<hr/>
			\$20,733	39	

<i>Amount brought forward</i>	\$20,733 39
Less:	
Discounts	\$18 16
Sales of appliances	5,290 59
Sales of books, music, etc.	2,410 49
	<u>7,719 24</u>
Net charge to Director	\$13,014 15

HOWE MEMORIAL PRESS FUNDS.

Special funds:	
Harriet S. Hazeltine (printing raised characters)	\$2,000 00
Deacon Stephen Stickney Fund (books, maps and charts)	5,000 00
	<u>\$7,000 00</u>
Permanent fund:	
J. Pauline Schenkl	5,000 00
General funds:	
Beggs Fund	\$600 00
Joseph H. Center	1,000 00
Augusta Wells	10,290 00
	<u>11,890 00</u>
	<u>\$23,890 00</u>

KINDERGARTEN.

BALANCE SHEET, AUGUST 31, 1927.

	<i>Assets.</i>
Plant:	
Real estate, Watertown	\$432,257 26
Equipment:	
Furniture and household	\$10,250 50
Tools, etc.	2,037 09
Music department	1,600 00
	<u>13,887 59</u>
Investments:	
Real estate	\$453,740 77
Stocks and bonds	1,297,485 34
	<u>1,751,226 11</u>
Inventory of provisions and supplies	3,875 82
Accounts receivable	402 72
Loan receivable	500 00
E. E. Allen, Trustee	175 83
Cash on hand	10,395 02
Total	<u>\$2,212,720 35</u>

Liabilities.

General account	\$463,339 21
Funds:	
Special	\$23,131 85
Permanent	204,330 52
General	1,509,131 72
	<u>1,736,594 09</u>
Unexpended income, special funds	4,229 95
Vouchers payable	3,387 79
Accounts payable	5,169 31
Total	<u>\$2,212,720 35</u>

TREASURER'S CONDENSED INCOME ACCOUNT, YEAR ENDING AUGUST 31, 1927.

Rent net income	\$25,370 86
Interest and dividends, general purposes	76,440 49
Interest and dividends, special funds	1,427 73
Donations	10 00
Amount carried forward	\$103,249 08

<i>Amount brought forward</i>		\$103,249 08
Tuition and board, Massachusetts	\$30,180 00	
Tuition and board, other	12,900 00	
<u>Total</u>		43,080 00
Less special fund income to special fund accounts	\$1,427 73	\$146,329 08
Treasurer's miscellaneous expenses	2,522 50	
Repairs on account of faulty construction	4,081 50	
		8,031 73
Net income		\$138,297 35
Net charge to director		123,396 52
Balance of income		\$14,900 83

DIRECTOR'S CONDENSED EXPENSE ACCOUNT, YEAR ENDING AUGUST 31, 1927.

Administration: —		
Salaries and wages	\$8,773 96	
Other expenses	421 23	
		\$9,195 19
Maintenance and operation of plant: —		
Salaries and wages	\$29,543 59	
Other expenses: —		
Provisions	\$16,089 82	
Light, heat and power	10,582 77	
Tuition and board	13,080 26	
Household furnishings and supplies	2,519 46	
Depreciation on furniture, household equipment, tools, etc.	1,535 00	
Depreciation on buildings, Watertown	10,801 42	
Insurance and water	1,099 64	
Repairs	2,663 49	
Publicity	744 61	
Field workers	404 37	
Extraordinary expense	532 72	
Loss on bad accounts	416 08	
Miscellaneous	3,288 21	
	63,757 85	
		93,301 44
Instruction and school supplies: —		
Salaries and wages	\$20,221 29	
Other expenses	678 60	
		20,899 89
Net charge to Director		\$123,396 52
	<i>Income Special Funds.</i>	
On hand September 1, 1926		\$2,899 86
Income 1926-1927		1,427 73
<u>Total</u>		
Distributed		\$4,327 59
		97 64
Unexpended income August 31, 1927		\$4,229 95

KINDERGARTEN FUNDS.

Special funds: —		
Charles Wells Cook (Scholarship)	\$5,000 00	
Helen Atkins Edmonds Memorial (Scholarship)	5,000 00	
Glover Fund (Albert Glover, Blind deaf mutes)	1,054 00	
Emmeline Morse Lane (Books)	1,000 00	
Leonard and Jerusha Hyde Room	4,000 00	
Lucy H. Stratton (Anagnos Cottage)	7,077 75	
		\$23,131 85
Permanent funds: —		
Charles Tidd Baker	\$16,522 94	
William Leonard Benedict, Jr., Memorial	1,000 00	
<i>Amounts carried forward</i>	\$17,522 94	\$23,131 85

<i>Amounts brought forward</i>	\$17,522 94	\$23,131 85
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Permanent funds — Concluded.

Samuel A. Borden	4,675 00
A. A. C., in Memoriam	500 00
Helen G. Coburn	9,980 10
M. Jane Wellington Danforth Fund	10,000 00
Caroline T. Downes	12,950 00
Charles H. Draper	23,934 13
Eliza J. Bell Draper Fund	1,500 00
George R. Emerson	5,000 00
Mary Eveleth	1,000 00
Eugenia F. Farnham	1,015 00
Susan W. Farwell	500 00
John Foster	5,000 00
The Luther & Mary Gilbert Fund	8,541 77
Albert Glover	1,000 00
Mrs. Jerome Jones Fund	9,935 95
Charles Larned	5,000 00
George F. Parkman	3,500 00
Catherine P. Perkins	10,000 00
Frank Davison Rust Memorial	15,600 00
Caroline O. Seabury	1,000 00
Phoebe Hill Simpson	3,446 11
Eliza Sturgis Fund	21,729 52
Abby K. Sweetser	25,000 00
Hannah R. Sweetser Fund	5,000 00
Levina B. Urbino	500 00
May Rosevear White	500 00

204,330 52

General funds: —

Emilie Albee	\$150 00
Lydia A. Allen	748 38
Michael Anagnos	3,000 00
Harriet T. Andrew	5,000 00
Martha B. Angell	33,672 61
Mrs. William Appleton	18,000 00
Elizabeth H. Bailey	500 00
Eleanor J. W. Baker	2,500 00
Ellen M. Baker	13,053 48
Mary D. Balfour	100 00
Mary D. Barrett	1,000 00
Nancy Bartlett Fund	500 00
Sidney Bartlett	10,000 00
Emma M. Bass	1,000 00
Thompson Baxter	322 50
Robert C. Billings	10,000 00
Sarah Bradford	100 00
Helen C. Bradlee	140,000 00
J. Putnam Bradlee	168,391 24
Charlotte A. Bradstreet	6,130 07
Sarah Crocker Brewster	500 00
Ellen Sophia Brown	1,000 00
Rebecca W. Brown	8,007 80
Harriet Tilden Browne	2,000 00
Katherine E. Bullard	2,500 00
Annie E. Caldwell	5,000 00
John W. Carter	500 00
Kate H. Chamberlin	5,715 07
Adeline M. Chapin	400 00
Benjamin P. Cheney	5,000 00
Fanny C. Coburn	424 06
Charles H. Colburn	1,000 00
Helen Collamore	5,000 00
Anna T. Coolidge	53,873 38
Mrs. Edward Cordis	300 00
Sarah Silver Cox	5,000 00
Susan T. Crosby	100 00
Margaret K. Cummings	5,000 00
James H. Danforth	1,000 00
Catherine L. Donnison Memorial	1,000 00
George E. Downes	3,000 00
Lucy A. Dwight	4,000 00
Mary B. Emmons	1,000 00

<i>Amounts carried forward</i>	\$525,488 59	\$227,462 37
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Amounts brought forward \$525,488 59 \$227,462 37

General funds — *Continued.*

Mary E. Emerson	1,000 00
Arthur F. Estabrook	2,000 00
Ida F. Estabrook	2,114 00
Orient H. Eustis	500 00
Annie Louisa Fay Memorial	1,000 00
Sarah M. Fay	15,000 00
Charlotte M. Fiske	5,000 00
Ann Maria Fosdick	13,733 79
Nancy H. Fosdick	3,937 21
Elizabeth W. Gay	7,931 00
Ellen M. Gifford	5,000 00
Joseph B. Glover	5,000 00
Matilda Goddard	300 00
Maria L. Gray	200 00
Caroline H. Greene	1,000 00
Mary L. Greenleaf	5,157 75
Josephine S. Hall	3,000 00
Olive E. Hayden	4,622 45
Allen Haskell	500 00
Jane H. Hodges	300 00
Margaret A. Holden	2,360 67
Marion D. Hollingsworth	1,000 00
Frances H. Hood	100 00
Abigail W. Howe	1,000 00
Martha R. Hunt	10,000 00
Ezra S. Jackson	688 67
Caroline E. Jenks	100 00
Ellen M. Jones	500 00
Hannah W. Kendall	2,515 38
Clara B. Kimball	10,000 00
David P. Kimball	5,000 00
Moses Kimball	1,000 00
Ann E. Lambert	700 00
Jean Munroe Le Brun	1,000 00
Willard H. Lethbridge	28,179 41
William Lithfield	6,800 00
Mary Ann Locke	5,874 00
Robert W. Lord	1,000 00
Elisha T. Loring	5,000 00
Sophia N. Low	1,000 00
Thomas Mack	1,000 00
Augustus D. Manson	8,134 00
Calanthe E. Marsh	20,111 20
Sarah L. Marsh	1,000 00
Waldo Marsh	500 00
Annie B. Matthews	15,000 00
Rebecca S. Melvin	23,545 55
Georgina Merrill	4,773 80
Louise Chandler Moulton	10,000 00
Maria Murdock	1,000 00
Mary Abbie Newell	5,903 65
Margaret S. Otis	1,000 00
Jeannie Warren Paine	1,000 00
Anna R. Palfrey	50 00
Sarah Irene Parker	699 41
Helen M. Parsons	500 00
Edward D. Peters	500 00
Henry M. Peyser	5,678 25
Mary J. Phipps	2,000 00
Caroline S. Pickman	1,000 00
Katherine C. Pierce	5,000 00
Helen A. Porter	50 00
Sarah E. Potter Endowment	425,014 44
Francis L. Pratt	100 00
Mary S. C. Reed	5,000 00
Jane Roberts	93,025 55
John M. Rodocanachi	2,250 00
Dorothy Roffe	500 00
Rhoda Rogers	500 00
Mrs. Benjamin S. Rotch	8,500 00
Edith Rotch	10,000 00

Amounts carried forward \$1,339,938 77 \$227,462 37

Amounts brought forward \$1,339,938 77 \$227,462 37

General funds — *Concluded.*

Rebecca Salisbury	. . . . .	200 00
J. Pauline Schenkl	. . . . .	5,000 00
Joseph Scholfield	. . . . .	3,000 00
Eliza B. Seymour	. . . . .	5,000 00
Esther W. Smith	. . . . .	5,000 00
Annie E. Snow	. . . . .	9,903 27
Adelaide Standish	. . . . .	5,000 00
Elizabeth G. Stuart	. . . . .	2,000 00
Benjamin Sweetzer	. . . . .	2,000 00
Harriet Taber Fund	. . . . .	622 81
Sarah W. Taber	. . . . .	1,000 00
Mary L. Talbot	. . . . .	630 00
Cornelia V. R. Thayer	. . . . .	10,000 00
Delia D. Thorndike	. . . . .	5,000 00
Elizabeth L. Tilton	. . . . .	300 00
Betsey B. Tolman	. . . . .	500 00
Transcript, ten dollar fund	. . . . .	5,666 95
Mary Wilson Tucker	. . . . .	481 11
Mary B. Turner	. . . . .	7,582 90
Royal W. Turner	. . . . .	24,082 00
Minnie H. Underhill	. . . . .	1,000 00
Charles A. Vialle	. . . . .	1,990 00
Rebecca P. Wainwright	. . . . .	1,000 00
George W. Wales	. . . . .	5,000 00
Maria W. Wales	. . . . .	20,000 00
Mrs. Charles E. Ware	. . . . .	4,000 00
Rebecca B. Warren	. . . . .	5,000 00
Jennie A. (Shaw) Waterhouse	. . . . .	565 84
Mary H. Watson	. . . . .	100 00
Ralph Watson Memorial	. . . . .	237 92
Isabella M. Weld	. . . . .	14,795 06
Mary Whitehead	. . . . .	666 00
Evelyn A. Whitney Fund	. . . . .	4,888 00
Julia A. Whitney	. . . . .	100 00
Sarah W. Whitney	. . . . .	150 62
Betsy S. Wilder	. . . . .	500 00
Hannah Catherine Wiley	. . . . .	200 00
Mary W. Wiley	. . . . .	150 00
Mary Williams	. . . . .	5,000 00
Almira F. Winslow	. . . . .	306 80
Eliza C. Winthrop	. . . . .	5,041 67
Harriet F. Wolcott	. . . . .	5,532 00
		1,509,131 72
		\$1,736,594 09

CONTRIBUTIONS FOR THE PERKINS INSTITUTION.

PRESCOTT FUND FOR SCHOLARSHIP EXPENSE.

Through the Ladies' Auxiliary Society, Mrs. Sarah A. Stover, Treasurer:—

Annual subscriptions		\$1,160 00
Donations		1,950 95
Cambridge Branch		102 00
Dorchester Branch		54 00
Lynn Branch		58 00
Milton Branch		37 00
		\$3,361 95

ANNUAL SUBSCRIPTIONS.

	<i>Amount brought forward</i>	<i>\$347 00</i>
Amory, Mrs. Wm.	\$25 00	
Atkins, Mrs. Edwin F.	5 00	
Badger, Mrs. Wallis B.	5 00	
Balch, Mrs. F. G.	5 00	
Baldwin, Mrs. J. C. T.	5 00	
Bangs, Mrs. F. R.	10 00	
Barnet, Mrs. S. J.	5 00	
Beal, Mrs. Boylston A.	10 00	
Boutwell, Mrs. L. B.	5 00	
Brush, Mrs. Charles N.	10 00	
Burns, Mr. Walter G.	2 00	
Carter, Mr. R. B.	5 00	
Chamberlain, Mrs. M. L.	5 00	
Chandler, Mrs. Frank W.	5 00	
Chapman, Miss E. D.	2 00	
Chapin, Mrs. Henry B.	10 00	
Clapp, Dr. H. C.	2 00	
Clark, Mrs. Frederic S.	10 00	
Clerk, Mrs. W. F.	3 00	
Cobb, Mrs. Charles K.	5 00	
Codman, Miss Catherine Amory	10 00	
Coffin, Mrs. Rockwell A.	5 00	
Corey, Mrs. H. D.	2 00	
Cox, Mrs. Wm. E.	10 00	
Craigin, Dr. George A.	10 00	
Crocker, Mrs. U. H.	10 00	
Curtis, Mrs. Horatio G.	10 00	
Curtis, Miss Mary G.	10 00	
Cushing, Mrs. H. W.	5 00	
Cushing, Mrs. J. W.	5 00	
Cushing, Miss Sarah P.	5 00	
Cutter, Mrs. Frank W.	1 00	
Dale, Mrs. Eben	5 00	
Damon, Mrs. J. L.	5 00	
Davis, Mrs. Simon	2 00	
Denny, Mrs. Arthur B.	5 00	
Derby, Mrs. Hasket	5 00	
Drost, Mr. Charles A.	10 00	
Dwight, Mrs. Thomas	1 00	
Edmands, Mrs. M. Grant	10 00	
Eliot, Mrs. Amory	5 00	
Elms, Miss Florence G.	2 00	
Emmons, Mrs. R. W., 2d	50 00	
Ernst, Mrs. H. C.	5 00	
Eustis, Mrs. F. A.	10 00	
Faulkner, Miss Fannie M.	10 00	
Field, Mrs. D. W.	5 00	
<i>Amount carried forward</i>	\$347 00	
		<i>Amount carried forward</i>
		\$708 00

<i>Amount brought forward</i>	\$708 00	<i>Amount brought forward</i>	\$926 00
Lowell, Miss Lucy	5 00	Ross, Mrs. Waldo O.	5 00
Macurdy, Mr. Wm. F.	10 00	Rowlett, Mrs. Thomas S.	1 00
Mainster, Mrs. Sarah	3 00	Russell, Miss Catherine E.	5 00
Mansfield, Mrs. George S.	2 00	Sargent, Mrs. F. W.	10 00
Mansur, Mrs. Martha P.	5 00	Shepard, Mr. Thomas H.	10 00
Mason, Mrs. Charles E.	50 00	Sherwin, Mrs. Thomas	5 00
Mason, Miss Fanny P.	10 00	Simpkins, Miss Mary W.	5 00
Merrill, Mrs. L. M.	5 00	Stackpole, Miss Roxana	5 00
Merriman, Mrs. Daniel	5 00	Stearns, Mr. Charles H.	10 00
Morrison, Mrs. W. A.	1 00	Stearns, Mrs. Wm. Brackett	3 00
Moses, Mrs. Joseph	5 00	Stevens, Miss Alice B.	5 00
Moses, Mrs. Louis	1 00	Taylor, Mrs. Wm. O.	5 00
Nathan, Mrs. John	5 00	Thomson, Mrs. A. C.	5 00
Niebuhr, Miss Mary M.	2 00	Thorndike, Mrs. Alden A.	5 00
Olmsted, Mrs. J. C.	5 00	Tileston, Mrs. John B.	5 00
Page, Mrs. Calvin Gates	3 00	Tuckerman, Mrs. Charles S.	5 00
Paine, Mrs. W. D.	2 00	Ward, The Misses	10 00
Parker, Miss Eleanor S.	10 00	Ward, Miss Julia A.	2 00
Pecker, Miss Annie J.	10 00	Ware, Miss Mary Lee	5 00
Perkins, Mr. Edward N.	10 00	Warshauer, Mrs. Isador	1 00
Pickert, Mrs. Lehman	2 00	Warren, Mrs. Bayard	25 00
Pickman, Mrs. D. L.	25 00	Watson, Mrs. Thomas A.	10 00
Punchard, Miss Abbie L.	5 00	Weeks, Mrs. W. B. P.	2 00
Putnam, Mrs. J. J.	5 00	Weld, Mrs. A. W.	5 00
Reed, Mrs. Arthur	2 00	Weld, Mrs. S. M.	5 00
Richardson, Mrs. Frederic L. W.	5 00	White, Miss Eliza Orne	25 00
Richardson, Mrs. John	3 00	Williams, The Misses	25 00
Robbins, Mrs. Reginald L.	3 00	Williams, Mrs. Arthur	2 00
Robbins, Mrs. Royal	10 00	Williams, Mrs. J.	2 00
Roeth, Mrs. A. G.	1 00	Willson, Miss Lucy	10 00
Rogers, Mrs. R. K.	5 00	Wingersky, Mrs. Harris	1 00
Rosenbaum, Mrs. Henry	2 00	Wolcott, Mrs. Roger (for 1926)	5 00
Rosenberg, Mrs. Alexis	1 00	Young, Mrs. Benjamin L.	10 00
<i>Amount carried forward</i>	\$926 00		\$1,160 00

DONATIONS.

	<i>Amount brought forward</i>	\$466 95
Adams, Mrs. Charles H.	\$ 00	
Adams, Mr. George	2 00	
Alden, Mrs. Charles H.	2 00	
Alford, Mrs. O. H.	25 00	
Allen, Mr. E. E.	16 00	
Allen, Mrs. Thomas	5 00	
Anonymous — A friend	25 00	
Bailey, Mrs. Hollis R.	5 00	
Barnes, Mr. Joel M.	10 00	
Bartol, Miss Elizabeth H.	20 00	
Bartol, Mrs. John W.	10 00	
Batcheller, Mr. Robert	20 00	
Bayley, Mrs. M. R.	10 00	
Baylies, Mrs. Walter Cabot	10 00	
Bicknell, Mrs. Wm. J.	2 00	
Bigelow, Mrs. Henry M.	3 00	
Bigelow, Mrs. J. S.	10 00	
Blake, Mrs. Arthur W.	5 00	
Blake, Mrs. Francis	15 00	
Bond, Mrs. Charles H.	5 00	
Bowditch, Dr. Vincent Y.	2 00	
Bradt, Mrs. Julia B.	5 00	
Brewer, Mrs. D. C.	5 00	
Burnham, Mrs. H. D. C.	10 00	
Carpenter, Mrs. George A.	5 00	
Carter, Mrs. John W.	10 00	
Chestnut Hill group of girls	53 50	
Clark, Mrs. Robert Farley	5 00	
Club, K. Q. (Seven young ladies)	116 45	
Codman, Miss Martha C.	5 00	
Conant, Mr. Edward D.	10 00	
Converse, Mrs. C. C.	25 00	
Coolidge, Mrs. Francis L.		5 00
Cotton, Miss Elizabeth A.		200 00
Daland, Mrs. Tucker		5 00
Edgar, Mrs. Charles L.		10 00
Edwards, Miss Hannah M. F.		25 00
Fenno, Mrs. L. C.		25 00
Ferrin, Mr. and Mrs. F. M.		10 00
Gray, Mrs. John Chipman		10 00
Greenough, Mrs. C. P.		25 00
Greenough, Mrs. Henry V.		5 00
Guild, Mrs. S. Eliot		10 00
Hatch, Mrs. Fred W.		25 00
Hersey, Mrs. A. H.		5 00
Houghton, Miss Elizabeth G.		5 00
Hoyt, Mrs. C. C.		10 00
Hubbard, Mrs. Eliot		10 00
Hunnewell, Mrs. Arthur		20 00
Hutchins, Mrs. C. F.		5 00
Hyneman, Mrs. Louis		2 00
In memory of Mrs. Harriet L. Thayer through Mrs. Hannah T. Brown		5 00
Johnson, Mr. Arthur S.		10 00
Johnson, Mrs. Herbert S.		10 00
Joy, Mrs. Charles H.		10 00
Kimball, Miss Hannah H.		50 00
Lamson, Mrs. J. A.		2 00
"E. L."		10 00
Leland, Miss Ella A.		10 00
Lothrop, Mrs. W. S. H.		10 00

Amount carried forward . . . \$466 9

Amount carried forward \$1,005 95

<i>Amount brought forward</i>	\$1,005 95	<i>Amount brought forward</i>	\$1,527 95
Lovett, Mr. A. S.	5 00	Slattery, Mrs. Wm.	2 00
Lyman, Mrs. George H.	10 00	Spalding, Miss Dora N.	10 00
McKee, Mrs. Wm. L.	5 00	Sprague, Mrs. Charles	1 00
Merriam, Mrs. Frank	10 00	St. John, Mrs. C. Henry, in mem-	
Mills, Mrs. Dexter T.	5 00	ory of her mother, Mrs. Isaac	
Morrison, Miss Jean E.	3 00	H. Russell	5 00
Nazro, Mrs. F. H.	2 00	Stackpole, Mrs. F. D.	5 00
North, Mrs. F. O.	5 00	Stearns, Mr. Wm. B.	2 00
Peabody, Mr. Harold	5 00	Stevens, Miss Alice B.	5 00
Peirce, Mrs. Silas	2 00	Storror, Mrs. J. J.	25 00
Perry, Mrs. C. F.	3 00	Talbot, Mrs. Thomas Palmer	1 00
Pfaelzer, Mrs. F. T.	10 00	Thayer, Mrs. Ezra Ripley	10 00
Pitman, Mrs. B. F.	10 00	Thayer, Mrs. Wm. G.	10 00
Prince, Mrs. Morton	10 00	Thing, Mrs. Annie E.	10 00
Quincy, Mrs. George H.	5 00	Thorndike, Mrs. A. L.	5 00
Reed, Mrs. John H.	5 00	Traiser, Mrs. Richard E.	10 00
Richards, Miss Alice A.	10 00	Vickery, Mrs. Herman F.	50 00
Richardson, Dr. Wm. M.	250 00	Wadsworth, Mrs. A. F.	10 00
Riley, Mr. Charles E.	25 00	Ward, Miss Julia A.	3 00
Ripley, Mr. F. H.	2 00	Warner, Mrs. F. H.	10 00
Rosenbaum, Mrs. Louis	5 00	Webster, Mrs. F. G.	50 00
Rust, Mrs. Wm. A.	10 00	Wheelwright, Miss Mary	2 00
Sanger, Mr. Sabin P.	10 00	Wheelwright, Miss Mary C.	5 00
School of Public Health, Harvard University	20 00	Whitney, Mr. Edward F.	10 00
S., a friend	10 00	Whitwell, Mrs. F. A.	5 00
Sears, Mr. Herbert M.	25 00	Wilder, Mr. Charles P.	10 00
Sears, Mrs. Knyvet W.	25 00	Williams, Miss Adelia C.	100 00
Sears, Mrs. Richard D.	20 00	Williams, Mrs. C. A.	5 00
Sias, Mrs. Charles D.	10 00	Windram, Mrs. W. T.	50 00
Sias, Miss Martha G.	5 00	Winsor, Mrs. Ernest	2 00
		Ziegel, Mr. Louis	10 00
<i>Amount carried forward</i>	\$1,527 95		\$1,950 95

CAMBRIDGE BRANCH.

	<i>Amount brought forward</i>	\$45 00	
Ames, Mrs. James B.	\$10 00		
Boggs, Mrs. Edwin P.	2 00		
Emery, Miss Octavia B.	5 00	Kettell, Mrs. Charles W.	10 00
Farlow, Mrs. Wm. G.	5 00	Longfellow, Miss Alice M., dona-	
Francke, Mrs. Kuno	5 00	tion	5 00
Frothingham, Miss Sarah E.	2 00	Richards, Miss L. B.	2 00
Goodale, Mrs. George L.	1 00	Thorp, Mrs. J. G.	10 00
Houghton, Miss A. M., donation	5 00	Willson, Mrs. Robert W.	10 00
Howard, Mrs. A. A.	5 00	Woodman, Miss Mary	20 00
Kennedy, Mrs. F. L.	5 00		
<i>Amount carried forward</i>	\$45 00	\$102 00	

DORCHESTER BRANCH.

	<i>Amount brought forward</i>	\$30 00	
Bennett, Miss M. M.	\$1 00	Nash, Mrs. Edward W.	1 00
Bennett, Miss M. M., donation	4 00	Nash, Mrs. Frank King	5 00
Callender, Miss Caroline S.	5 00	Preston, Miss Myra C.	2 00
Churchill, Dr. Anna Quincy for 1925, '26 and '27	3 00	Reed, Mrs. George M.	1 00
Churchill, Judge J. R.	1 00	Sayward, Mrs. W. H.	3 00
Churchill, Mrs. J. R.	1 00	Stearns, Mrs. Albert H.	1 00
Churchill, Mrs. J. R., donation	2 00	Stearns, Mr. A. Maynard	1 00
Cushing, Miss Sarah T.	2 00	Stearns, Mr. A. T., 2d	1 00
Faunce, Miss Eliza H., in memory of her mother, Mrs. Sewall A.	5 00	Stearns, Henry D., in memory of	1 00
Faunce		Whiton, Mrs. Royal	1 00
Fuller, Mrs. Katherine Stearns	1 00	Willard, Mrs. L. P.	1 00
Hall, Mrs. Henry, donation	1 00	Whitcher, Mr. Frank W., donation	5 00
Humphreys, Mrs. Richard C.	2 00	Woodberry, Miss Mary, donation	1 00
Jordan, Miss Ruth A.	2 00		
<i>Amount carried forward</i>	\$30 00	\$54 00	

LYNN BRANCH.

Caldwell, Mrs. Ellen F.	\$1 00	<i>Amount brought forward</i>	\$38 00
Chase, Mrs. Philip A.	25 00		
Earp, Miss Emily A.	2 00	Smith, Mrs. Joseph N., donation	10 00
Elmer, Mrs. V. J.	5 00	Sprague, Mrs. Henry B.	5 00
Sheldon, Mrs. Chauncey C.	5 00	Tapley, Mr. Henry F., donation	5 00
<i>Amount carried forward</i>	\$38 00		\$58 00

MILTON BRANCH.

Forbes, Mrs. J. Murray	\$5 00	<i>Amount brought forward</i>	\$27 00
Jaques, Miss Helen	10 00		
Klous, Mrs. H. D., donation	2 00	Rivers, Mrs. G. R. R.	5 00
Pierce, Mr. Vassar	10 00	Ware, Mrs. Arthur L.	5 00
<i>Amount carried forward</i>	\$27 00		\$37 00

All contributors to the fund are respectfully requested to peruse the above list, and to report either to ALBERT THORNDIKE, Treasurer, No. 19 Congress Street, Boston, or to the Director, EDWARD E. ALLEN, Watertown, any omissions or inaccuracies which they may find in it.

ALBERT THORNDIKE,
Treasurer.

No. 19 CONGRESS STREET, BOSTON.

FORM OF BEQUEST.

I hereby give, devise and bequeath to the PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND, a corporation duly organized and existing under the laws of the Commonwealth of Massachusetts, the sum of dollars (\$), the same to be applied to the general uses and purposes of said corporation under the direction of its Board of Trustees; and I do hereby direct that the receipt of the Treasurer for the time being of said corporation shall be a sufficient discharge to my executors for the same.

.....

FORM OF DEVISE OF REAL ESTATE.

I give, devise and bequeath to the PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND, a corporation duly organized and existing under the laws of the Commonwealth of Massachusetts, that certain tract of real estate bounded and described as follows: —

(Here describe the real estate accurately)

with full power to sell, mortgage and convey the same free of all trusts.

.....

N O T I C E .

The address of the treasurer of the corporation is as follows:

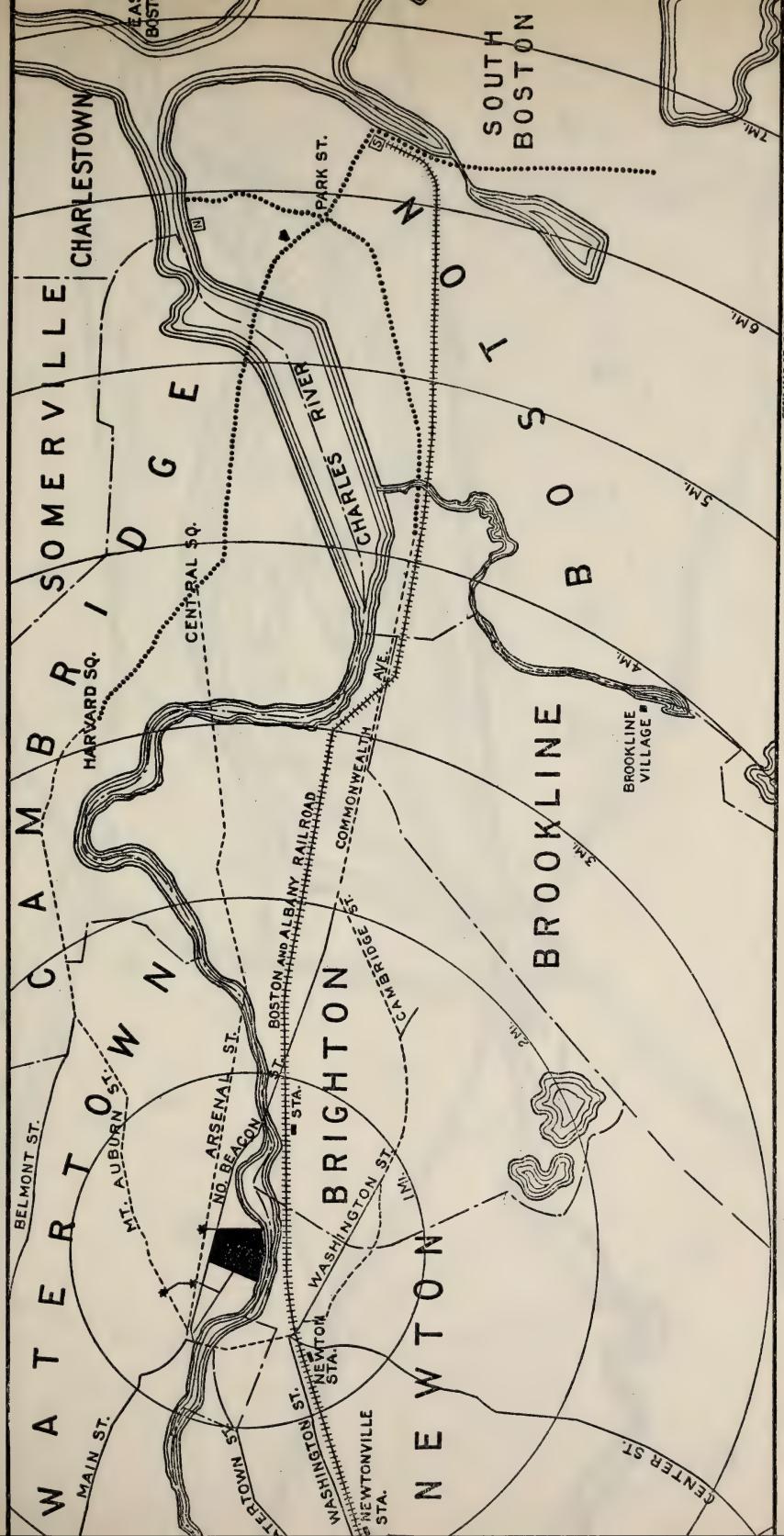
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HOW TO REACH PERKINS INSTITUTION FOR THE BLIND, WATERTOWN, MASS.

CAR STOPS.

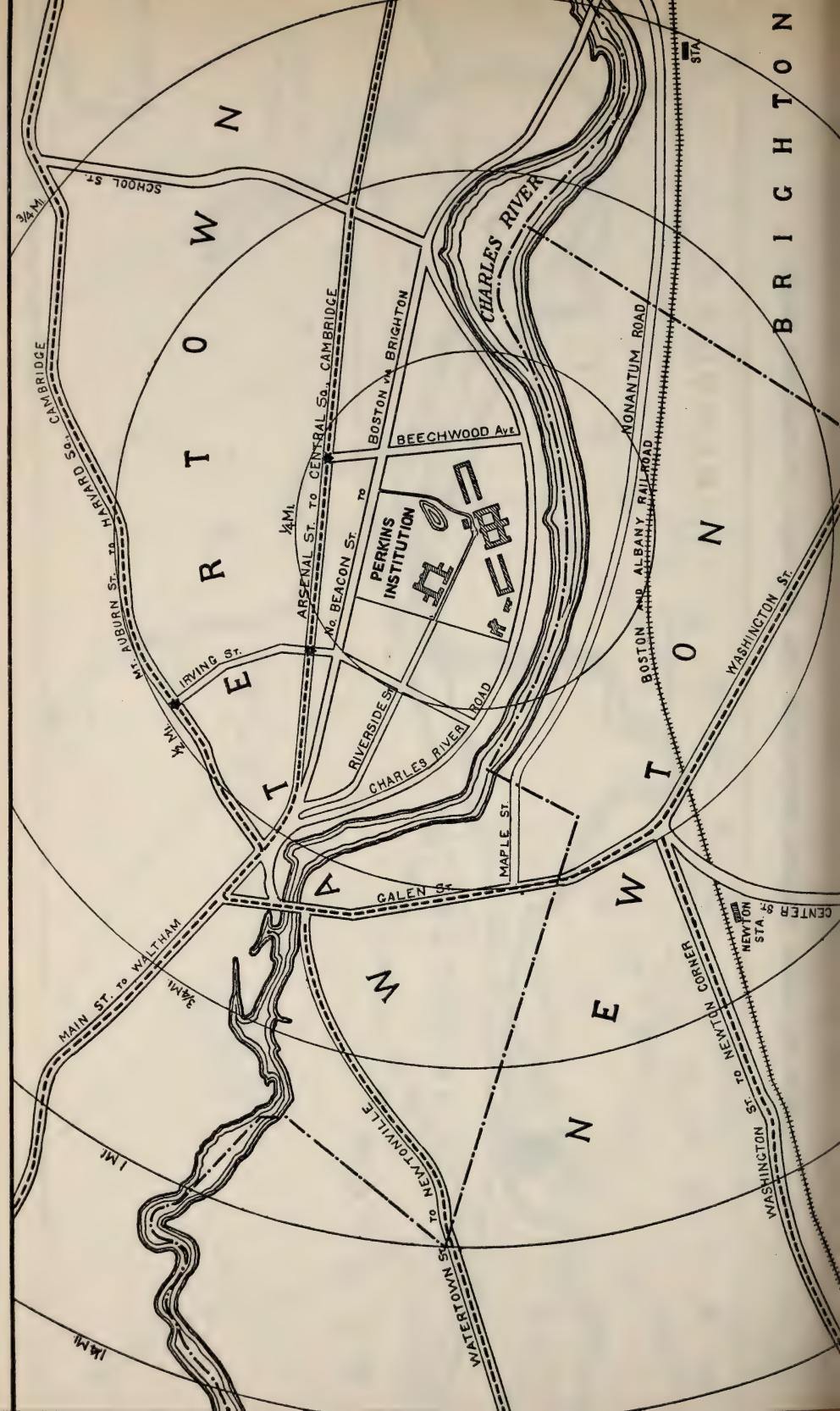
— CAR LINES.

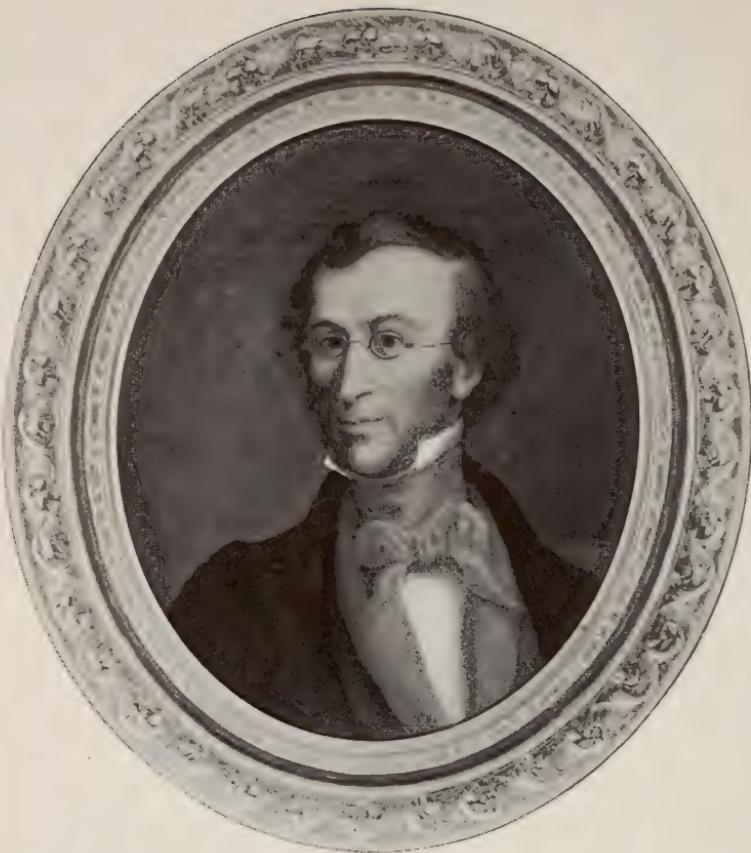
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ENVIRONMENT OF PERKINS INSTITUTION FOR THE BLIND, WATERTOWN, MASS.

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---CAR LINES.





DR. JOHN DIX FISHER

1797-1850

Perkins Institution And Massachusetts School For the Blind



***NINETY-SEVENTH ANNUAL REPORT
OF THE TRUSTEES***

1928



BOSTON  1929
WRIGHT & POTTER PRINTING CO.

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1928-1929.

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 Lincoln, L. J. B., Hingham.
 Lincoln, Waldo, Worcester.
 Livermore, Mrs. Wm. R., New York.
 Logan, Hon. James, Worcester.
 Lord, Rev. A. M., Providence, R. I.
 Lothrop, Mrs. T. K., Boston.
 Lovering, Mrs. C. T., Boston.
 Lovering, Richard S., Boston.
 Lowell, Abbott Lawrence, Cambridge.
 Lowell, James Arnold, Boston.
 Lowell, James H., Boston.
 Lowell, Miss Lucy, Boston.
 Lowell, Ralph, Boston.
 Luce, Hon. Robert, Waltham.
 Lyman, Mrs. Ronald T., Boston.
 MacPhie, Mrs. E. I., Lowell.
 Macurdy, William T., Watertown.
 Marrett, Miss H. M., Standish, Me.
 Mason, Mrs. Charles E., Boston.
 Mason, Charles F., Watertown.
 Mason, Miss Ellen F., Boston.
 McElwain, R. Franklin, Holyoke.
 Merriman, Mrs. D., Boston.
 Merriman, Mrs. Roger B., Cambridge.
 Merritt, Edward P., Boston.
 Meyer, Mrs. G. von L., Boston.
 Minot, the Misses, Boston.
 Minot, William, Boston.
 Minot, James J., Jr., Boston.
 Minot, J. Grafton, Boston.

Monks, Mrs. George H., Boston.
 Montagu, Mrs. H. B., Kelton, England.
 Morgan, Eustis P., Saco, Me.
 Morgan, Mrs. Eustis P., Saco, Me.
 Morison, Samuel Eliot, Cambridge.
 Motley, Mrs. E. Preble, Boston.
 Motley, Warren, Boston.
 Norcross, Grenville H., Boston.
 Norton, Miss Elizabeth G., Boston.
 O'Conor, Rev. Geo. P., Boston.
 Osgood, Mrs. E. L., Hopedale.
 Osgood, Miss Fanny D., Hopedale.
 Parker, Miss Eleanor S., Boston.
 Parker, W. Stanley, Boston.
 Parkman, Henry, Jr., Boston.
 Partridge, Fred F., Holyoke.
 Peabody, Rev. Endicott, Groton.
 Peabody, Frederick W., Boston.
 Peabody, Harold, Boston.
 Peabody, Philip G., Boston.
 Peabody, W. Rodman, Boston.
 Perkins, Charles Bruen, Boston.
 Pickman, D. L., Boston.
 Pickman, Mrs. D. L., Boston.
 Pierce, Mrs. M. V., Milton.
 Plunkett, W. P., Adams.
 Pope, Mrs. A. A., Boston.
 Pousson, Miss Emilie, Boston.
 Powers, Mrs. H. H., Newton.
 Pratt, George Dwight, Springfield.
 Prescott, Oliver, New Bedford.
 Proctor, James H., Boston.
 Purdon, Miss Maria, Boston.
 Putnam, F. Delano, Boston.
 Putnam, Mrs. George T., Dedham.
 Putnam, Mrs. James J., Boston.
 Rantoul, Neal, Boston.
 Read, Mrs. Robert M., Medford.
 Rice, John C., Boston.
 Richards, Mrs. H., Gardiner, Me.
 Richards, Henry H., Groton.
 Richardson, John, Jr., Readville.
 Richardson, Mrs. John, Jr., Readville.
 Richardson, Mrs. M. G., New York.
 Richardson, W. L., M.D., Boston.
 Roberts, Mrs. A. W., Newton Centre.
 Robinson, George F., Watertown.
 Rogers, Miss Flora E., New York.
 Rogers, Henry M., Boston.
 Russell, Otis T., Boston.
 Russell, Wm. Eustis, Boston.
 Saltonstall, Leverett, Chestnut Hill.
 Saltonstall, Mrs. Leverett, Chestnut Hill.
 Sargent, Miss Alice, Brookline.
 Schaff, Capt. Morris, Cambridge.
 Sears, Mrs. Knyvet W., Boston.
 Shattuck, Henry Lee, Boston.
 Shaw, Bartlett M., Watertown.
 Shepard, Harvey N., Boston.
 Sherrill, Rev. Henry K., Boston.
 Slater, Mrs. H. N., Boston.
 Snow, Walter B., Falmouth.
 Sohier, Miss Emily L., Boston.
 Stafford, Rev. Russell Henry, Boston.
 Stearns, Charles H., Brookline.
 Stearns, Wm. B., Boston.

Sturgis, R. Clipston, Boston.
Thayer, Charles M., Worcester.
Thayer, John E., South Lancaster.
Thayer, Mrs. Nathaniel, Boston.
Thomas, Mrs. John B., Boston.
Thorndike, Albert, Boston.
Thorndike, Miss Rosanna D., Boston.
Tift, Eliphalet T., Springfield.
Tilden, Miss Alice Foster, Milton.
Tilden, Miss Edith S., Milton.
Tuckerman, Mrs. C. S., Boston.
Tufts, John F., Watertown.
Underwood, Herbert S., Boston.
Underwood, Wm. Lyman, Belmont.
Van Norden, Mrs. Grace C., Pittsfield.
Ware, Miss Mary L., Boston.
Warren, Miss Annie C., Boston.
Warren, Bayard, Boston.
Warren, Bentley W., Williamstown.
Washburn, Mrs. Frederick A., Boston.
Waters, H. Goodman, Springfield.
Watson, Thomas A., Boston.
Watson, Mrs. Thomas A., Boston.
Wendell, William G., Boston.
West, George S., Boston.
Wheelock, Miss Lucy, Boston.
White, George A., Boston.
Wiggins, Charles, 2d, Dedham.
Winsor, Mrs. E., Chestnut Hill.
Winsor, Robert, Jr., Boston.
Winthrop, Mrs. Thomas L., Boston.
Wolcott, Roger, Boston.
Wright, Burton H., Worcester.
Wright, George S., Watertown.
Young, Mrs. Benjamin L., Boston.
Young, B. Loring, Weston.

SYNOPSIS OF THE PROCEEDINGS OF THE ANNUAL MEETING OF THE CORPORATION.

WATERTOWN, November 7, 1928.

The annual meeting of the corporation, duly summoned, was held to-day at the institution, and was called to order by the president, Hon. Francis Henry Appleton, at 3 P.M.

The proceedings of the last meeting were read and approved.

The annual report of the trustees was accepted and ordered to be printed, with the addition of other matters of general interest to the work.

The report of the Treasurer was accepted and ordered on file, together with the certificate of the Certified Public Accountant.

Voted, That acts and expenditures, made and authorized by the Board of Trustees, or by any committee appointed by said Board of Trustees, during the corporate year closed this day, be and are hereby ratified and confirmed.

The corporation then proceeded to ballot for officers for the ensuing year, and the following persons were unanimously elected:—

President. — Hon. Francis Henry Appleton.

Vice-President. — William L. Richardson.

Treasurer. — Albert Thorndike.

Secretary. — Edward E. Allen.

Trustees. — Francis Henry Appleton, William Endicott, Paul E. Fitzpatrick, G. Peabody Gardner, Jr., Robert H. Hallowell, Ralph Lowell, Mrs. George T. Putnam, and Leverett Saltonstall.

Messrs. Francis Henry Appleton, Jr., and Warren Motley were elected Auditing Committee.

President Appleton appointed John Montgomery, certified public accountant, as auditor of accounts of the institution.

Mrs. John Chipman Gray spoke of the interesting observance of the annual Founder's Day at the Kindergarten, which she had attended in the morning; and the Secretary told of Howe Memorial Day which would be celebrated at the institution on Friday following, at three o'clock, and to

which he invited members of the corporation. He also called the meeting's attention to the publication of a new life of Laura Bridgman, entitled "The Story of an Opened Door," written by Mrs. Laura E. Richards, who was named after this celebrated pupil of the institution. The Secretary, having next told of the wide publicity given Perkins Institution last summer in Vermont by means of a moving picture of pupils' activities, invited the members present to see this picture run off in the hall.

The meeting then adjourned.

EDWARD E. ALLEN,
Secretary.

REPORT OF THE TRUSTEES.

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND,
WATERTOWN, November 7, 1928.

LADIES AND GENTLEMEN:— Prevention of blindness in childhood as a movement, like the movement for the adult blind, did not become active until within the first decade of this century. Since then what had always been the chief feeder of our school, babies' sore eyes, has receded as a cause of eye disablement, until now it is responsible for only 11 per cent of the present pupil body of 266. Congenital troubles have taken its place. This prevention as a part of the general movement for child hygiene, the multiplication of sight-saving classes in the public schools of Massachusetts,¹ together with the gradual expansion of the Connecticut school to take in all the blind youth of that state,—these three factors have kept our attendance from growing with the population of New England. We even ended the last school year with eleven vacant beds at the kindergarten department. But the thought that we were actually growing fewer in numbers was too good to be true. Our home visitor and the field agents of Massachusetts and Vermont have found unrecorded children who needed to come to us and have persuaded, first, the parents of these to part with them and, secondly, sundry state authorities to legislate for increased appropriations to pay for their schooling. And so Perkins Institution has begun this

¹ At present there are 31 classes with an attendance of 378 pupils.

fall with but eight vacancies at its kindergarten, and in the likelihood that this number will be still further reduced. A few of the little newcomers are under school age, and some are lame or otherwise handicapped. The extra attention these need is supplied by former pupils or present students of the current teacher-training class. While eye accidents account, and always will account, for numbers of pupils, inheritance will be responsible for a growing proportion. Their racial stocks, too, are increasingly foreign; the names in the pupil list show this. In fact, some fifteen languages are understood on our grounds.

Like the public schools our schools for the blind are non-selective,—some pupils being subnormal in capacity, some supernormal, with the great mass in between. If we should keep those who are also feeble-minded,—and such apply and sometimes get in,—we should be doing an injustice to the promising for whom we exist and should also be lavishing more energy and expense than results would justify. Nevertheless our per capita cost is constantly mounting, being last year \$825.72.¹ One cause of this is having additional pupils with more than the one handicap, which has necessitated finer classification and additional expert helpers. For example, since 1922, when we first employed an orthopedic surgeon to attend statedly, 180 different pupils have received treatment for muscular defects or skeletal deformities of feet, abdomen, chest, shoulders, or spine, etc. To give this has meant two resident teachers of corrective gymnastics. Similarly, when four years ago a survey showed that fully a half of our pupil body had some sort of speech defect, we immediately added an instructor in corrective speech. And last season, at the suggestion of the American Foundation for the Blind, we joined with that organization in employing a highly trained

¹ For year 1926-1927.

supervisor for our kindergarten department and in turning that for the present into an experimental school for testing out and applying the very latest expert means and methods with which to make the most of what pupils with little or no eyesight still have left them. For blindness alone is handicap enough.

It is indeed remarkable that many people manage to surmount blindness and use it as a stepping-stone to higher things. But the attainment of self-sustaining independence among them is growing just now less and less easy, the twentieth century having speeded up in all sorts of activities, which fact temporarily throws out of employment many people having full eyesight and is particularly hard upon the severely handicapped. Only the better or very persistent of the blind can hold their own; and even they require placement of the most painstaking kind. We have been graduating with high school diploma not more than ten young men and women a year. These have averaged nine years under training; and nearly every one of them has succeeded in making good in life. But most pupils do not graduate, or cannot do so; and yet some of these also make good. Thus, in spite of a fair proportion of successes, judged according to the world's standards, the measure of good done by such an institution as ours is to be found, first, in that it alone makes possible to many a shut-in, a childhood of happiness approaching in joyousness that of most children; and second, in what its training has made of individual pupils, in the contrast between what they were on admittance and what they are on discharge, and not in how many dollars they can take in but rather what they are in personality and character; how heartening their presence is to others, and how they serve citizenship in general. From this point of view the education of the young blind

presses for ever better environmental influence at school; and our results reward and measurably satisfy their teachers, as they do us trustees also. We believe that no blind boy or girl, least of all those of them who are being spoiled or neglected by over-fond or ignorant parents, can afford to miss a period of such boarding-school experience as we furnish at Perkins Institution.

We can scarcely repeat too often that life at Perkins is little institutional but rather quite as normal as it is feasible to make it. This life is a coöperative and a participating one. Living as the whole school colony does distributed in a dozen independent family groups with a minimum of servants, everybody is a helper and feels himself one. From their cozy cottages the pupils, like their brothers and sisters at home, go to school. Their classes are small, their instructors many. Their curriculum is not merely one of English branches but stresses quite as much manual, musical and physical training — the latter divided between work and play. We have six independent schools, no two following in identical grooves. Nothing is static but so far as possible dynamic, — in short, is progressive education, the purpose being not so much what one studies as how; not to see that the speed is fast but that the direction of travel is the right one.

Personality and power are laudable aims in any school, as is good posture, which is one index of personality. But since all our pupils are by no means strong and yet like most other boys and girls are normally human in traits, so, of course, neither are our school results all they should be. We too have to contend with sloth, lack of poise and lack of purpose. But we "suspend" extremely few for misdemeanor and expel still fewer for incorrigibility. Practically all pupils who are able, or whose parents permit, push through to graduation from

high school at the age of about twenty. Those who leave then have a general educational preparation for life and work. Organizations like the Massachusetts Division of the Blind place them if they can. Some post-graduates remain for certification in a special calling like piano tuning or teaching. Last year seven continued to live with us while studying elsewhere — two girls going to the Watertown high school, two to the New England Conservatory of Music; one boy to Boston University and two boys to the College of Osteopathy.

Many of the more earnest pupils find the working hours at school short for them. This fall the teachers learned how well or ill each pupil could fill in his free time when for five and one-half weeks all were confined to the grounds because of infantile paralysis in the town. What with the many diversified resources of their living rooms, woodworking shop, radios, foot ball fields, intercottage field days, dancing floors, library and swimming pool, and of nature walks in gardens and orchards most were surprised to find how contented they remained.

The manual training departments, though conducted for education and power, are yet popular with the pupils, because infused with the joy of successfully doing and making things. Our very inspiring departmental heads of many years have kept them so.

The success of the popular music department, too, means long hours of intellectual application. The public may suppose that we teach our singing sensuously, mostly for the pleasure of it. By no means. Taught as we insist on teaching music, the pupils grow by and through it to some of their greatest heights. Four times a week the choir assembles for a full hour's instruction and practice. It sings in morning chapel daily an anthem and a hymn, some of the former elaborate and difficult; and it carries in the memory enough of both for

seven or more weeks without a repetition. Twice or thrice a year we give a concert in Watertown and Boston, and we invite the public in. They come; old friends will not be gainsaid. This is well, for they bring music-loving acquaintances and so swell the number of those who truly understand the purposes of the school and who remain its allies. Last winter Mr. Gardiner accepted an invitation to broadcast from Boston a vocal concert. He has been invited to do so again next winter.

The following letter is significant: —

THE CIVIC MUSIC ASSOCIATION
OF BOSTON, MASSACHUSETTS

362 COMMONWEALTH AVENUE,
BOSTON, MASS., MAY 21, 1928.

Mr. EDWARD E. ALLEN, *Perkins Institution, Watertown, Mass.*

MY DEAR MR. ALLEN: — It may interest you to know something of the attitude of the press and the public generally toward the work of your institution as I have found in connection with my publicity work for Boston's Civic Music Festival now closing, and also in previous years.

It is one of sympathy with the work you are doing and a great willingness to coöperate. Then, as they see and hear the work on the stage, it is one of amazement, admiration, enthusiasm.

It seems to me that these public entertainments must bring you large returns in the way of understanding and support with all these mean in various ramifications. Also, that it must show the public that the blind need not be set apart, but that they can be and should be taken into our midst as responsible, contributing citizens of our state.

It is a blessed thing to have brought so much good as you have done to a people who might otherwise be groping in darkness and emptiness.

Yours sincerely,

MARSHALL HOUK,
Publicity.

It is a fundamental principle of ours that blind pupils cannot afford to do things ill or even half-well. Too much of their future happiness depends on the impressions they make on others. Then too they must acquire early a proper self-esteem and confidence,—qualities to be achieved through a consciousness of personal excellence and artistry. Some philosopher has said: "Morality is not properly the doctrine how we make ourselves happy, but how we make ourselves worthy of happiness." In a report on the Boston Museum of Fine Arts the writer of it, in speaking of the artist says: "It is the beauty of life that he sees and feels. That beauty is everywhere, visible or, more likely, invisible to the world. It may be the beauty of the thing itself; it may be the beauty of that which the thing occasions or connotes. It may lie beneath tragedy or indeed surface ugliness. Thus, the world may see only tragedy in the man who is blind, but those who see that he carries it gallantly as the one opportunity that life has vouchsafed, carries it as he might the rose that love has given,—they see that it is not tragedy, but in truth a thing of inspiring beauty, sombre, solemn though it be. The candle on the altar dispels the darkness and reveals the cathedral." Of many blind people we know, is this saying true—that their blindness, carried gallantly, is a thing of inspiring beauty. Spiritual and uplifting influences emanate from the presence of the good, the true, the beautiful and the brave. While a practical education is doubtless the blind man's capital yet the practical is often so difficult of application by those bereft of physical vision that we should foster also the spiritual, in as many as have it, through teaching cultural subjects, through the cultivation of language and literature, of story, of music and of those arts in which blindness is no handicap. It is significant to realize that seventy-

seven former pupils of Perkins are now successfully laboring in behalf of their own people, the blind.

Each of the Perkins graduate associations, the alumni now numbering 150, the alumnæ 127, meets regularly for a June day at Watertown every year. These reunions are naturally of special and peculiar import to the present generation of pupils.

In 1878, or fifty years ago last June, only two years after Dr. Howe died, Perkins graduated its first class of girls for whom exercises were held. All five composing it are still active and throughout life have given a good account of themselves, in character and achievement alike. All have systematically kept in mutual touch through birthday letters and visits. Last summer they came together for a whole week, — as one of them said, — of blessed reunion and jubilee. May they do it again and again.

Every November, when come the birthdays of Dr. Howe and Mr. Anagnos, the present pupils hold exercises in memory of these friends of all blind people. The continued attendance of Dr. Howe's surviving daughters and of one of his grandsons, inspires us all.

The newly published Volume I of the Dictionary of American Biography contains sketches by Mr. Allen, — one on Mr. Anagnos and one on Mr. Churchman, pupil of the Ohio School for the Blind, superintendent of the Indiana School and of other schools for the blind. The same pen has contributed to a succeeding volume a sketch of Dr. John D. Fisher, chief founder of Perkins Institution a century ago, and has in preparation one on Dr. Howe, its chief builder. He has also just written for "Uncle Sam's History of the United States" the article on the Education of the Blind.

Through the courtesy of the New York Institute for the Education of the Blind two of our girls spent six weeks of last

July and August at its summer school, — which meant free residence and care at the fine new plant on Pelham Parkway, with school classwork mornings and conducted excursions afternoons. Such a sojourn, in a new environment, in daily association with pupils from five different schools, as this was, is in itself educating and socializing, particularly to youth shut in by blindness.

The most novel and progressive event in our past school year is the introduction of the experimental school already referred to. The Director's discussion of it, which is encouraging, will be found further on in this yearbook, together with other matters of interest, such as his and others' tributes to Miss Frances Langworthy, the teacher who died at the beginning of her thirty-third term of consecrated service with us, as head of the manual training department for girls; also an account of his visit to two schools in the West Indies, which are assisted or carried on by teachers trained by us. And there are besides, one school in Hawaii and one in Greece, taught by teachers who prepared at Watertown. We propose to reiterate mention of such gratifying facts, because this special instructional preparation has now become one of our outstanding contributions to the cause of the blind; and only practical personal service to the trained blind through repeated neighborly attentions to them or through employing them, or buying their wares, offers a more rewarding opportunity to friends of the institution than is the swelling of the Fisher and the Prescott funds to enable us to invite to Watertown more and more student teachers. The School of Education of Harvard University is the only such vocational agency known to us which offers a course in the Education of the Blind, which students elect, and of this course Mr. Allen is lecturer. Perkins Institution has also added a course

in Special Methods under Miss Jessica Langworthy (Ed.M., Harvard, 1928).

Thirty-six former students of one or both these courses, some seeing, some not, are now (fall of 1928) teaching the blind or are working among them or with the semi-sighted, one having left us at last mid-years to join the staff of the school at Baton Rouge. This fall two more señoritas from Porto Rico have come to us for preparation to instruct in American methods at their home school, as has a señor, a teacher, from the Colombian school at Bogotá. The very first pupil of the Porto Rican school (back in 1921), who acquired with us not only English but also the arts of piano tuning and of manual training, left Watertown last June to teach them in his home school.

An old and ever-growing service to the blind at large in New England is the Howe Memorial Press. It manufactures both books and apparatus and distributes them far and near. The list of these special supplies indicates not so much their variety as their quantity. In fact one clerk alone cannot fill and record the many orders that keep coming in. But perhaps the library service of this press excels the other; from the stock of 22,000 embossed books in the Perkins collection, the Howe Memorial Press circulated last year 10,874 or 1,087 more than the preceding year, a fact to be explained partly by increased attention to means and methods of keeping its readers informed but chiefly, of course, to the unprecedented increase in new fiction issuing continuously from the various presses, in particular that of the American Printing House for the Blind at Louisville, Ky., to which the Federal Government now gives \$75,000 annually. It is interesting to learn that the book accessions to our own shelves now fill about 300 running feet a year. We feel, therefore, that our own best

service to the New England blind at home is not more the accessioning of new books for present readers than it is the inducing of ever additional blind people in our field to read; for by no means all blind people read or care to do so. Embossed books need not be bought, only borrowed. Few readers would have houseroom for a private library. These big books may be so had for the asking and at no cost even for transportation — the mails carrying them free each way. Even so, too few potential finger readers apply to themselves this pertinent saying: "A shelf of good books is a spiritual insurance policy."

While finger reading is thus like a magic carpet to those who must travel in imagination, paid employment is doubtless even a greater service to most people who are blind. We employ sixteen of these, mostly as resident teachers at Watertown, and twenty-three as non-resident hand-workers in South Boston, our total payment to them last year having been \$28,263.01, and we could scarcely get better results from the same number of seeing people. The blind have much to give the world did the world but know it. The amount paid last year to the twenty-one blind adults working at the Perkins shop at South Boston, \$13,959.26, only eighteen of whom worked there continuously, shows that this agency is continuing to fill its double purpose, the gainful employment of these handicapped men and women and their contribution in handwork which the public needs — mattresses and pillows renovated and made, besides chairs reseated. The normal profit on the mattresses and pillows has again carried not only the chair reseating but the business itself without special burden to Perkins Institution or anybody else.

Last summer our moving picture, of pupils' activities under training, went to Vermont, where an agent of a private asso-

ciation for the blind showed it to the Governor and thousands of others at fairs and public and private gatherings. This fall a special class of future principals and superintendents now studying at the Harvard Graduate School of Education saw this picture at Watertown while inspecting the institution itself.

We record here with no little pleasure the publication of a new life of our former pupil Laura Bridgman¹ concerning which Dr. William H. Burnham, in a prefatory note, writes that since the several books and scientific monographs on her awakening and education are now out of print "it is especially desirable that a brief biography giving a résumé of the important and more generally interesting features of this unique character should be made; also that Mrs. Richards, the author of the sketch and a writer of note, herself a daughter of Dr. Howe, and acquainted at first hand with significant events surrounding the life and education of her subject, is especially fitted for her task;" and he adds: "I wish to voice the gratitude of the American public for this painstaking biography."

On October 1 of the current year, 1928, the number of blind persons registered at Perkins Institution was 305, or three more than on the same date of the previous year. This number includes seventy-eight boys and seventy-six girls in the upper school, fifty-seven boys and fifty-five girls in the lower school, sixteen teachers and officers as well as twenty-three adults in the workshop at South Boston. There have been forty-two admitted and thirty-nine discharged during the year.

Causes of Blindness of Pupils admitted during the School Year 1927-28. — Ophthalmia neonatorum, 2; Accident, 2; Optic atrophy, 7; Congenital defects, 5; Congenital cataracts, 7; Interstitial keratitis, 3; Chorioretinitis, 1; Buphthalmos,

¹ Laura Bridgman: *The Story of an Opened Door*, by Laura E. Richards, D. Appleton & Co., 1928.

2; Hydrophthalmos, 1; Aniridia, 2; Retinitis pigmentosa, 1; Iritis, 1; Panophthalmitis, 1; Glioma, 1; Malignant myopia, 1; Corneal opacities, 1; Brain tumor, 1.

DEATH OF MEMBERS OF THE CORPORATION.

Miss ELLEN G. CARY; CHARLES F. CHOATE, Jr.; Hon. G. H. GAMMANS; HARRY W. GODDARD; Hon. CHARLES G. WASHBURN; JAMES LEONARD WESSON.

All which is respectfully submitted by

FRANCIS HENRY APPLETON,
WILLIAM ENDICOTT,
PAUL E. FITZPATRICK,
G. PEABODY GARDNER, JR.,
ROBERT H. HALLOWELL,
RALPH LOWELL,
GEORGE P. O'CONOR,
MARIA PURDON,
OLIVE W. PUTNAM,
WILLIAM L. RICHARDSON,
LEVERETT SALTONSTALL,
HENRY K. SHERRILL,

Trustees.

JOHN DIX FISHER.

This sketch of the principal founder of our school will be read with marked interest now, as, by the time this report is issued, quite a century will have elapsed since this infant enterprise was born. The account is condensed mostly from an article in the New England Magazine for February, 1897, written by Dr. Samuel Eliot, then President of the Corporation of the Perkins Institution and Massachusetts School for the Blind. (See Frontispiece.)

In the year 1826 a young physician of Boston returned from his medical studies in Paris, resolved to make some provision for the blind at home corresponding to that which he had seen and repeatedly examined abroad. If such instruction could succeed in France there seemed no possible reason why it should not be equally and even more successful in America. Blind children of the United States would not turn out less susceptible, their neighbors would not be less concerned for them, and the situation might prove more favorable among our people than in Europe. It was a great purpose, a great hope.

The young physician was John D. Fisher and to him, if to any one, belongs the signal distinction of having founded this school. By 1828 he had succeeded in interesting some of his fellow-townsman in his plans; and early in 1829 a meeting was called to take action regarding them. He then made an address setting forth the character of the books required by the blind, the methods of teaching and particularly of the hand training to be employed in their behalf. A committee appointed to consider the establishment of an institution reported within

ten days, at an adjourned meeting in the Representatives' chamber at the State House, a resolution in favor of the enterprise; and after another address from Dr. Fisher, and commendatory remarks from several others, a strong committee was named to obtain an act of incorporation, which passed the legislature without debate, establishing "The New England Asylum for the Blind, for the purpose of educating blind persons," dated March 2, 1829. A pamphlet in explanation of the scheme, calling for contributions in its favor, was immediately issued, and after considerable delay, the Corporation under the Act met, framed its by-laws, and in 1830 chose its first officers, Jonathan Phillips, president, and John D. Fisher, at the head of the trustees. Another trustee, William H. Prescott, the future historian, himself partially blind, published an article on the Education of the Blind, in the North American Review for July, 1830. At that time the blind were generally thought incapable to a great degree of really effective training, and utterly incapable of being trained to self-instruction or self-support. They appeared to be a peculiarly afflicted class, shut out from every enjoyment which sight can give and, harder still, from every exertion to which sight was considered indispensable. The more they were taught, it was commonly supposed, the graver became their lot, for they would the better understand its limitations and sink beneath the growing darkness in which they would feel themselves wrapped more and more. Prescott's article was a plea for a more cheerful view. Fisher probably asked him to write it, and supplied him with much of the material needed for it. The article must have given a quickening impulse to a cause as yet but nominally set forth. It stands out as a striking landmark in the history of the cause.

No writings, however, could accomplish what was to be done. Action, resolute and able action, alone could give the

needed impetus to a movement so original. Not the least, nay, the greatest, of Dr. Fisher's services was the enlistment of another young physician of Boston in his undertaking. This was Dr. Samuel G. Howe, who directed it for forty-four years.

Dr. Howe, after agreeing to cast in his lot with the education of the blind, went to Europe in 1831 to study the work already accomplished there. Returning in July of the following year, he assembled his first class of blind children in August, 1832. Dr. Fisher must have been content. He continued a trustee until his death in 1850. During a year when Dr. Howe was absent, he took charge, and wrote the twelfth annual report in which "its present condition" is described to be "such as to carry out in all respects the desires of its benevolent founders."

A monument of white marble in that part of Mt. Auburn Cemetery which lies within the town of Watertown, Massachusetts, bears these telling inscriptions: "Erected to the memory of John Dix Fisher, M.D., by those who loved him for his virtues — The physician and the friend of the poor — The early and efficient advocate for the education of the blind — "The liberal deviseth liberal things, and by liberal things shall he stand."

FEBRUARY, 1929.

MR. ALLEN'S DIARY OF HIS AND MRS. ALLEN'S VISITS TO SCHOOLS FOR THE BLIND IN THE WEST INDIES.

Introductory Note. — Mrs. Allen and I have recently returned home from a month's cruise in and about the Caribbean. The "California" gave us two days at both Havana and Port of Spain, Trinidad, and one day at San Juan, in each of which places is a school for the blind. I discovered the Trinidad institute by accident. But in Cuba and Porto Rico we were expected, one teacher at the school in the former and the three at that in the latter having been trained at Watertown; so we were given warm and rather elaborate receptions. The "Loaiza" of my notes is Señorita Cordero, Directora of the Porto Rican school. She came to Perkins back in 1917 indirectly through Miss Lucy Wright, then superintendent of the Massachusetts Commission for the Blind; the "Julio," is Señor Pelayo, a boyhood friend of mine at present living near Havana. It was through him that I was able to reach the two Cuban teachers, one of whom, Señorita Leon, is now assisting in the Cuban school, while the other, Señorita Rosado, who is still studying with us, will also assist there next fall.

Niños is the Spanish for children; ciegos, for blind.

Tuesday, March 1, 1928. — Havana. Temperature 76. Pleasant, and when motoring, even cool. Señorita Leon and sister meet steamer, motor us to the *Instituto Nacional Cubano de Ciegos*, now two years old, and housed in two hired and restored Colonial mansions, — extensive, roomy, airy, marble-floored, Spanish-tiled, and generally satisfactory. But the patio is a crowded garden, allowing no playgrounds. Institute a private foundation supported by contributions, the Department of Public Instruction meeting costs of schooling. I find 18-20 young resident pupils; two instructors, the one resident and experienced, is the Directora, from Spain, whence came most of the appliances and books; but the Perkins principle of pupil contributory housework is in evidence. Señorita Leon, non-resident, teaches both manual and physical training, also use of plasticine. Says the pupils have improved remarkably this year in self-confidence and bearing, her class demonstration sustaining this claim. They have even marched with other school children in a street proces-

sion. They sing for us sweet Cuban music, accompanying themselves on guitar, clappers, and gourd rattle, popular instruments in Cuba. We meet active members of Ladies' Committee. Its president, a Senator's daughter, takes us home for dinner, then motors us about city where her name opens many doors to us. Back to steamer at eight.

Wednesday, March 2. — Receive early steamer call from an English-speaking official of Department of Public Instruction, under which school for blind operates. Official car. Presents us in form to his chief who politely chides me in Spanish for not having given him notice of our visit to Havana that he might have received us with fitting ceremonial. We are bowingly dismissed.

Julio having joined us, we alight at the little school. Am interviewed both by our official escort and by a press reporter. We are photographed, once with Ladies' Committee and staff, once with pupils and staff. See pupils at their midday meal.

Our conductor departs. We are dined at the home of that committee member with whom I have had correspondence. Julio next introduces me to a gentleman influential in all Latin American countries through whom I extend invitations to send to Perkins select, *bona fide* student-teachers. More automobile sight-seeing. Another dinner at home of Señorita Leon. Cut flowers from mother of the student still at Watertown. Pier at midnight; and good-bye.

My impression is that considering the difficulties of starting any such pioneering enterprise, this little school has done remarkably well.

Friday, March 16. — Port of Spain, Trinidad. Hot but tolerable. While motoring I spy a blind man and am told of an institute for such there. Visit it for 1½ hours, the balance of my stay. Over doorway is the legend: "The Best Heritage of the Blind is the Good-will of the Sighted." Entering the ample, old but well-kept, two-story mansion I see in one double room a class of 9 children, another of 11 women and in an annex 26 men, among them a war-blinded soldier; everybody black as well as blind, — the three teachers too. Dining room having roof but no walls is delightfully cool. The children are resident; the adults attend daily between 8 and 3; dinner provided them. The head teacher, who had studied at the Royal Normal College, London, is fine looking and

alert; interested in music and literature; reads Ziegler Magazine; does not recall ever having received before a visitor from another school for the blind. Sends regards to Lady Campbell. I speak to each group;—the men being especially responsive. They have a little orchestra, its clarinettist needs braille music which I promise to send. Everybody well and happy. The day being Friday, the resident matron in charge paid the adults their weekly wage, each man receiving the equivalent of two dollars and each woman, that of one dollar. Products of the men are baskets and door mats; of the women, raffia table mats and the like.

The Institute, (I failed to note its titular name), is a private charity, maintained partly by donations and subscriptions (boxes in public places), and partly by government. On the streets afterwards I saw two blind men begging — one an aged, turbanned Hindoo.

The service to the blind and to Trinidad of this combined school and employment shop is salutary. I was pleased and touched to see it there. For having found nothing done for the blind as such elsewhere in the lesser islands I had nearly missed this one.

Tuesday, March 19. — Anchor off San Juan at five p.m. Loaiza having sent us radio message we go ashore at once and are welcomed at pier by her, by her staff of teachers whom we are eager to see again, and by her committee. The committee president, who is also assistant director of the Insular Department of Health under which the school for blind children functions, motors us out to Santurce, the residential suburb where it is located. Meet the 25 pupils aged from 5 to 18; find them attractive in face and bearing, also in their single English sentence: "How do you do?" We are dined at the fashionable Condado-Vanderbilt Hotel. Back to ship at 9.

Wednesday, March 20. — Warm but not uncomfortable in lightest summer habit. From 9 to 12 we visit San Juan's chief attractions under guidance of the Superintendent of Schools. Official car, a Lincoln. At 1 o'clock are photographed at the school for the blind. Set luncheon there with its committee of 7 prominent insular officials and their ladies, at Mrs. Allen's right the Director of Public Health, and at mine, the Chief Justice of Porto Rico. Committee and Directora show us over

their plant and convey us to the pier from which we depart at 5 o'clock, laden with gifts in Homeric fashion.

The *Instituto de Niños Ciegos de Puerto Rico*, though sponsored by the Association for the Benefit of the Blind of Porto Rico, is a "state school," the pioneer and only one of its kind on the island. Opened in 1920 at Ponce it is a monument to the resourcefulness and persistency of its Directora. Its present realization is: 9 acres of land and 2 buildings,¹ one being the general residence provided by the Junior Red Cross; the other, erected by the government, a brand-new structure for school and administration, both of them one-story and fireproof, but handsome and adequate in every way. Built on 3 sides of a rectangle, one side for girls, one for boys, it provides in all essentials for a future maximum of 150 pupils; cost only \$33,000. No auditorium as such — but by folding back divisions of 3 spacious classrooms you have one. At present 2 of these rooms contain beds to be used until number of new admissions, which depends on increased appropriations, shall justify another cottage or two. School desks from the United States, also the dozen braille-writers. Present stock of about 200 loose-leaf textbooks in braille were written in Spanish by a staff member who will soon begin embossing by means of the plate-maker presented by the New York Institute through Principal Van Cleve. As might be expected, the atmosphere is essentially that of the parent school at Watertown. A young man will soon return home from there to be instructor in manual training and piano tuning. I am gratified to find in full swing here, as in Havana, the principle of pupil self-help; in other words, the training for maximum independence through daily contributory effort on the part of those for whom the institute is conducted.

¹ These buildings were uninjured in the hurricane of Sept., 1928. — E. E. A.

FROM PROCEEDINGS OF AMERICAN ASSOCIA-
TION OF INSTRUCTORS OF THE BLIND
CONVENTION, JUNE, 1928.

DISCUSSION.

Mr. ALLEN. Dr., or, as she prefers to be called, Miss Kiefer, wrote her paper half expecting to be able to read and discuss it here but was called home through illness in her family. I greatly regret her absence, for both the Foundation and Perkins want you to know how fortunate we have been in finding and securing this highly trained worker — young in years but old in experience with children and in tactful ways of reaching and influencing them. She says she is not a psychologist. By this she means that she is no specialist in a single field but rather an investigator in many allied fields — psychology, pedagogy, methodology, behaviorism, school hygiene and the like. Before coming to us she had already applied her knowledge to the practical measuring and teaching of backward and other special children having eyesight. Since coming, as she told you in her all-too-brief paper, she has acquired the background for intelligently dealing with blind children through reading for a half year in the history of the education of the blind, through gathering materials for future experiments and through making adjustment case studies of blind pupils, all the while living in an institution for such and mingling intimately with them and their teachers.

Miss Kiefer's actual experimentation with us began only last February. Miss Maxfield, who had been four years resident psychologist at Perkins, had been experimenting there another four years for the Foundation, but she found such study, supervised from a distance as she had to do it, rather unsatisfactory. So, knowing the fertility of our field, she suggested using it as a combined experimental and demonstration school where the principles of the new or progressive education could be tried out in behalf of

our general cause. Her proposition having promptly met with favor and proved practical, the school was opened as a joint project. That is to say, the American Foundation for the Blind and the Perkins Kindergarten for the Blind are carrying it out jointly both as to conduct and expense. I have told Mr. Irwin, as representing the Foundation, that he may smash our curriculum if he can, and that I, as representing the Kindergarten, will merely veto what must not be tampered with; for we consider certain of our fundamental principles sacrosanct, you know. I must confess, however, that already some of our expensive and beautiful classroom furniture has begun to move out, to be replaced by chairs and tables scientifically built to fit the several children and so to promote not only their proper sitting posture but also, I am assured, their mental and moral development.

Now what is an experimental school? There are several of them in the country — the Lincoln School in New York City being one. There child nature is studied and made the basis of the curriculum, if so fluid a course of studies as it has can be called a curriculum. There continuous "change for the better" is the watchword and any and every promising method is welcomed and put into shape for prolonged trial in some demonstration school. The leaders of these schools cast to the winds such of the old curriculum as has no better excuse for being than tradition. Traditional education, they say, is adult-made and based on the false notion that a child differs from a man or woman only in degree. And they reject the principle that the discipline of self-restraint which the adult finds it wise to live under is best also for the child to develop under; in other words, they cast aside the dogma that since it is through tribulation we enter the Kingdom of God, so the earlier the child can be accustomed to it the better for him hereafter. Progressive education, which these leaders represent, scraps all such notions, declares the child and the adult to be different in essence and proceeds on this basis to shape the instrumentality called the school to fit as closely as feasible child nature or, what is the same thing, child psychology; to refute as wrong and unnecessary the old belief that the child must creep unwillingly to school; and by transforming that school into a laboratory to which he will love to go, they attempt to prove that a joyful, teacher-led education is possible and that it is the hope of the world.

An excellent book for every teacher to read on this subject is Mirick's "Progressive Education" (Houghton Mifflin Co.). Another, a practical application of some of its principles, is Collings's "An Experiment with a Project Curriculum" (Macmillan). All such literature is part and parcel of research. Research is busy in every progressive country not alone in educational methodology, which still lags somewhat conservatively, but also in practically every department of life and labor — medicine, chemistry, biophysics, agriculture, the relations of capital and labor, and even business which by means of it has just become a profession. Bulletins and pamphlets and even printed books may be had which contain nothing but lists of contemporary studies fresh from the laboratory. Indeed, ever since Taylor startled the world with his observations in scientific measurement the trend of the time has been more and more towards research in everything. The new psychology is but a phase of it — though a most vital and promising one.

The Foundation-Perkins enterprise itself, which I am discussing, is but a school of research and of its application, and may properly be called a school of special studies. Miss Kiefer is its supervisor. Although she naturally demands the proof of measurement before adopting a method, she recognizes the existence and importance of individuality and personality in both teachers and pupils. Thus she will not put aside the old merely because it is old but will hold fast to that which is good until she has found something better; or, as the French might put it: "If it is not necessary to change, it is necessary not to change." She knows of course that the method itself is by no means everything; that a good method is more hopeful than a poor one; or, as Mirick puts it "A teacher of the right sort may get good results from a faulty method but would probably have better results from a good method."

Now, on the assumption that there is a pyschology of blindness, a given method which may best serve the seeing child may not suit so well the blind child. An eminent oculist has said, "The visual mechanism, brain and eye, reaches to acme in men and birds. In man, sight is the dominant sense, and is more informative than all other senses combined." Does it not follow that the education of the child deprived of this sense of senses is not only a difficult but also a highly delicate one, and that his school life

and his regimen bespeak uncommon care and responsibility? The blind child, if he can catch up at all with his seeing brother, needs all the best resources of the trained skilful teacher. We are aiming to give him these. Recognizing as we do that "feeling or one's attitude towards a subject is a factor in the growth of intelligence" we must experiment in the technique of approach to this subject until the pupil's interest sets his mind to work on it. So can we best "unhandicap" and illumine his brain; so feed his natural cravings for knowledge. For in proportion as these are gratified does he grow by the process of creative or child-purposive education. I wish to stress the conviction that boys and girls handicapped by blindness require something particularly satisfying for their mental growth — if they are to attain it. Nature alone is a hit-or-miss teacher. Our schools should be instrumentalities to increase the hits. Let us then pattern them closely enough to nature to attain our end — which is to turn out the children abundantly nurtured and speeded up in ways they should go, in order that the greatest possible number of them may live out useful and happy lives.

Obviously a prime tool to knowledge and satisfaction is reading — not alone in school days but in the after years. I should like to enlarge here on the magic carpet that a book may become to the educated shut-in at home; but I must not, except to point out that if we can early habituate anyone while young to find in reading a never-ending delight he will find it as meaningful when he is old. Most of the blind must see the world through stay-at-home travel or imagination; and what is so rewarding for this as reading? Now fewer than half the former pupils of Perkins, for example, continue to draw books from its library. From this it is clear that in most of them self-entertainment through reading did not become a habit at school but that probably listening to reading did. Because of our comparative failure to fix finger reading as a joy and a treat when teaching it as a class subject we have temporarily discontinued the letter method and are experimenting in teaching it by the word method; and our caretakers are reading less aloud than formerly. How one of our staff proceeds you may read in the May or second issue of *The Teachers Forum*. Suffice it to say, the method is giving promise. Naturally we are exalting the child's desire to read by providing him the kind of reading he wants or, Bob Sawyer fashion, can be led to crave. Much effort of the Howe Memorial

Press has been turned, and more will be, into the brailling of elementary material in form and variety to appeal to boy notions and to gratify girl tastes; likewise abundantly enough to satisfy the teachers. The Perkins-Garin process of making braille sheets of paper into braille plates our Mr. Bryan has developed as an aid.

We have not made many kinds of experiments yet but hope in time to invade and overhaul more than one department. What we need just now is the inspiration and support of visitors in order that we may be encouraged to keep on seeing through our new-found spectacles. Teachers will please come. Perhaps by another year there will be a call for a summer school. Who knows?

NEWTONVILLE, MASS., December 23, 1927.

DEAR MR. ALLEN:—The visit of our choir to the West Watertown Junior High School yesterday morning was a very happy occasion. Mr. Wheeler, the principal, had spared no pains in fitting the stage in the fine, large hall to our needs and in arranging suitable transportation for members of the chorus. I wish you might have seen the hall filled with more than five hundred pupils, while the entire stage was occupied by our choir, rising from the front in successive rows on platforms in a long semi-circle with the four choirs — soprano, alto, tenor and bass — occupying about the same relation to each other that they do in our own Dwight Hall.

For the first half-hour we sang carols selected from those we have been using at our morning assembly and in the concerts recently.

The second part of our program consisted of "The Story of Bethlehem" by West. I had suggested to Mr. Wheeler that it would give us pleasure if his entire school could learn the *Adeste Fidelis* which is introduced at a certain point in the cantata, and sing this fine old hymn with our choir. This was done, and at a given signal from me the entire school rose and followed my beat perfectly and sang with good tone and appeared to enjoy the innovation. When we sat down, after this number, our chorus burst into applause for the singing of the children in the audience and I could see that this made them happy. It occurred to me right then and there that should another occasion of the kind arise it might be well

to enlarge on this feature a little; not too much, but just a little, for it seems to bring the audience of young people and the visiting choir into a pleasing friendly relation.

I think our own boys and girls enjoyed giving this concert, and I wish that every year at this season we might make similar visits, singing some of the many beautiful old carols we all enjoy so much.

Our program for next season is already sketched and after a few days' rest I shall try to complete it. I have discovered a few very fine English carols new to me which I shall try to secure right away for embossing, etc., this winter.

Sincerely yours,

EDWIN L. GARDINER.

DEAR MR. ALLEN:— Among the many advantages enjoyed by the music pupils of our school may be reckoned the opportunity to attend the various concerts occurring in Boston and to hear in recital the celebrated artists of the world. For the school year, September, 1927, to July, 1928, the Maria Kemble Oliver Fund provided 517 tickets for this purpose as follows: 411 tickets to the series of concerts by the Boston Symphony Orchestra, the Harvard Glee Club, the Flonzaley String Quartet and the Chicago Opera Company, and 106 tickets to various vocal and instrumental recitals. Attendance upon these musical events by our pupils is an educational opportunity of no little value to them and we should all, pupils and teachers, be deeply appreciative for what this fund provides.

Sincerely yours,

EDWIN L. GARDINER.

DEAR MR. ALLEN:— One day two years ago when the chorus was rehearsing a piece by Brahms, with windows open towards the river, a man in golf dress came striding up through the museum, followed by chauffeur, and took seats in the hall. When we had finished what we were singing he rose and courteously asked "the leader" if we would oblige him by singing over again that beautiful piece from the Requiem by Brahms which he had heard as he was driving past along the boule-

vard. Of course we complied, and he thanked us and departed, after complimenting the choir. I do not even know the man's name. It is, however, an instance of how people become interested in us. They must first be induced to listen, to come here; otherwise they have no idea that we can interest them musically.

Sincerely yours,

EDWIN L. GARDINER.

THE NATIONAL FEDERATION OF MUSIC CLUBS
UNITED STATES OF AMERICA
362 COMMONWEALTH AVENUE, BOSTON, MASS., May, 1928.

Mr. EDWARD E. ALLEN, *Perkins Institution, Watertown, Mass.*

DEAR MR. ALLEN:— It is a great pleasure to express in behalf of the Civic Music Association of Boston and personally, the great joy and pleasure the choir of Perkins Institution gave the audience last Sunday. We consider the choral work of this choir among the best of the season's attractions each year and we wish to extend greetings to the members for their painstaking and artistic work. Their singing stands as a lesson to all those who with less work accomplish much but lack the finesse that this choir acquires by being letter perfect in the technique and in the fervid interpretation.

June next we shall entertain the great National Organization of the National Federation of Music Clubs when about three thousand delegates will assemble in Boston for the Biennial Convention and Festival with about forty choirs and choruses from throughout the country and Canada and one of the real treats of that Convention will be the singing of the choir of the Perkins Institution of Watertown. We now invite you and look forward to your participation as one of the unique and worthwhile affairs of that Festival with a national audience of three thousand.

With deepest appreciation,

EMMA A. FISHER,
President of the Civic Music Association.



Perkins Institution

Embossed globes in the girls' upper school geography room. Two of the globes have their continents outlined in plasticine. June, 1927



Perkins Institution

Tangible representations made by the geography teacher of the girls' upper school. Plans of the city of Washington laid out in plasticine and in paper cut-outs. The monument and the Lincoln Memorial are made in ivory soap; the Capitol, the Library of Congress and the White House are metal paper-weights or banks. June, 1927



Perkins Institution

Potter Cottage boys working to the limit their plank swing. This home-made swing is by far our most used playground appliance. Note that for safety's sake it is strongly fenced in. 1927



Perkins Institution

A class of Anagnos Cottage boys knitting in their common living room.
January 1, 1927

INSTITUTO DE NIÑOS CIEGOS DE PUERTO RICO,
SANTURCE, PUERTO RICO, August 7, 1928.

DEAR MR. ALLEN:— It is indeed a great pleasure for me to write this short letter in which I will try to express as well as I can my greatest gratitude to you for being so kind as to let me stay at your institution four years studying piano tuning, carpentry and other practical things that have certainly made me useful to others.

Please do not think that I try to flatter you by saying this; I am doing you justice.

Before I entered Perkins, I was a hopeless blind boy; but now I feel happy because you and my teachers have prepared me for the future, which I shall conquer with the help of God.

I owe you and my teachers what I know and what I am worth.

I shall be thankful to you all the days of my life.

Cordially yours,

[Signed in pencil print] HUMBERTO G. SANTIAGO.

FROM THE DIRECTOR'S NOTEBOOK.

GROUP VISIT COAST GUARD BOAT, "PAULDING."

Since Mr. Neal knew Captain Baylies of the "Paulding," it was made possible for about twenty of our boys to visit this coast guard boat at the Charlestown Navy Yard.

Captain Baylies conducted us over the ship from bow to stern and from pilot house to engine room. Every boy was given an opportunity to load the cannon with a dummy shot and learn how to fire it. In the pilot house the compass was examined in order that the boys might discover how it always remained level no matter how rough the sea. Each boy was shown how to steer. Naturally there were many bells, and one curious fellow pushed a button with the result that we found all the crew on deck, as he had pushed the emergency button.

The officers' quarters were visited. The pupils remarked upon the compactness of everything there. The radio room was extremely fascinating to all of them. One actually had to drag them out. You may be sure the operator was kept busy answering questions.

The sailors' quarters were thoroughly gone over. It was amusing to watch the boys examine the bunks to see how well they were made up. The tables with their little side pieces interested some. Everybody on board was exceedingly kind in explaining things to us.

As we came out of the Navy Yard, we stopped to read about "Old Ironsides;" then decided to climb Bunker Hill Monument. Practically all of us did this stunt, each one seeming to enjoy it.

As usual the boys paid their own car fares as well as the charge for climbing the Monument. Such trips are most valuable to our students.

CHECKER TOURNAMENT.

Alpha Delta Tau, the boys' fraternity, held a checker tournament during the winter term. Competition was divided between two groups:

fraternity and non-fraternity members. The winner of each group played one another for the final honor.

Forty boys entered, or slightly over one-half of the boys' school. Three games were played by each player, the boy who won two out of three playing again the following week. It was a splendid thing for the winter term. Edward Vachon, a sixth grade boy, won.

To me the value of this tournament was the fact that the boys wanted it and planned it.

Alpha Delta Tau has had a most interesting year. There have been several entertainments put on by the boys themselves, two groups have come out to entertain them, and two debates have been held. Several dances have been conducted during the year under the auspices of the club. At the end of the year the annual banquet was held at King's Restaurant, followed by a theater party at the Copley. It was interesting to note that the boys voted that all who paid a dollar for their banquet be given a ticket to the theater.

For next year the boys are talking of a spelling bee which I hope will be as successful as the checker tournament was.

TRACK MEET WITH NEW YORK.

On June 7, 1928, six of the boys and myself left for New York via the Canal. The trip was delightful. Even the opportunity to dance was given the boys, as there were some young ladies on board whom we knew.

The track meet with the New York School was of the highest order. Our boys took their beating in the best of spirit; they were true sports and I am tremendously proud of them. No one could have wished for a finer meet, a better spirit, or a better group.

The New York School was most hospitable, offering us accommodations until Tuesday afternoon in order that the boys might go sight-seeing.

Some places visited were: the Zoo; the Botanical Gardens; Pelham Bay; Holland tunnel; the Aquarium; the Statue of Liberty; the churches of St. John the Divine, St. Patrick, and St. Paul where George Washington worshipped; Wall Street; Woolworth Building; Roxy's Theatre; Times Square at midnight; Grant's Tomb; and Coney Island.

The expenses of this trip were paid for by the Perkins Athletic Association.

I sincerely hope that these very pleasant relations will continue.

KITE FLYING.

About the middle of May I noticed two of my boys out on the field with kites and flying them. It is one thing to make a kite and another thing to make it fly; but these boys had done both. Other pupils seeing and hearing of it were soon out with kites they had made. One afternoon I noticed four in the air, varying in size from 4 to 8 feet, and in color from brown to red. The totally blind boys seemed to get as much fun out of it as the partially seeing.

F. M. ANDREWS, JR.

OUR TRIP TO NEW YORK.

"To New York? Yes, we have been chosen from our class, and O, what a time we expect to have." So we proudly answered the questionings of our companions, and our state of excitement can only be imagined.

In October, 1927, we heard that in the following spring a party of four boys with a teacher would take a trip to the New York Institute for the Blind for the purpose of demonstrating how we study geography. All the boys worked hard at map-making, competing for the trip, and it was great fun. The maps were mostly made of plasticine, rolled up and shaped and then embellished with different materials, such as sandpaper for the deserts, colored plasticine for various effects, silver paper for rivers, etc. There were also interesting maps made from paper pulp.

In March we were told who were going, and the lucky four were greatly envied by our classmates. When our starting day arrived, the fifteenth of April, we were so excited we could hardly contain ourselves. It was a beautiful spring Sunday. After packing ourselves and our bags into Miss Pratt's Whippet we made a start at about nine-thirty and enjoyed a pleasant drive to the School for the Blind in Hartford, Conn., our first stopping place.

The people there were exceedingly hospitable to us. Four boys were assigned to show us around, and they did their job well. I believe we saw everything there was to see in that very good school.

Monday we gave a short demonstration of our geography work and listened to an elimination spelling contest; for that school was to have a spelling bee with boys from the Overbrook school. In the afternoon we went out to see the city, visiting the Capitol, the famous and interesting old Webb House, built in 1756, and many other places of interest; and in the evening we went to the theatre.

Tuesday morning early we started for New York and arrived there soon after the noon hour. Mr. Van Cleve, the director, met us and showed us to our quarters and then to the dining-room, where our keen appetites were appeased. Later we much enjoyed looking about the school and its spacious grounds. In the gymnasium boys were practising jumping, in preparation for their meet with Perkins in June.

During the next two days we gave three or four geography demonstrations at the school and had a very good time. In the city we visited the Woolworth Building, Grant's Tomb, Central Park, and many other places of interest. We had such a fine visit that we were sorry to leave when Friday morning came, especially so as we had to leave behind one of our party, sick with influenza. However, we knew that he was in good hands, and we could not but enjoy our journey home, stopping again at Hartford, where we were much interested in the spelling bee, which Hartford won by a narrow margin.

We came back to Perkins full of appreciation of our many pleasant experiences and gratitude for all the kindnesses shown us. We think that this idea of visiting other schools is a very good one; but one of our number adds, "provided the visitors don't get sick."

A composite from accounts by

PETER F. CAMPBELL, FRANK H. GREENE,

PAOLO GIULIANO, GUIDO MARCHISIO.

ITEM FROM "THE OUTLOOK FOR THE BLIND," DECEMBER, 1928.

Director Allen sends the following news from Perkins Institution: The town of Watertown had been plagued all summer with infantile paralysis, and in consequence had postponed opening her public schools. Should we also postpone our opening? No; we resolved to begin on time, but to limit our world for a while to our own thirty-four acres of diversified

terrain — out of doors to playgrounds, lawns, gardens, orchards and what was going on in them; and indoors to extend the use of living rooms, reading rooms, dancing floors, swimming pool and workshop laboratory. The reason for the resolve having been explained first to staff and secondly to school, the chapel talks day by day described what of the summer changes and repairs were still going on — such as, laying a new water supply, enlarging the main forecourt, resurfacing our avenues, changes in the turn-arounds and in the parking places, additional yard illumination, replanting at the gateways, new cement footpaths, portable houses for corrective gymnastics and speech; relining the swimming pool with white ceramic tile, and reflooring the gymnasium in maple. Of course the object of the talks was to pique everyone's curiosity to go see all this activity and so to feel one's self still within a considerable and interesting bit of the world.

The open weather lent itself mightily to this end. Groups of school children went on many a conducted excursion about the grounds, the Harvard girls assisting, and returned to enjoy more than ever their old playground apparatus and some new. Many of the upper school boys spent free hours, evenings and Saturday afternoons making things with their teachers in the manual training shop, and with the radios they had themselves hooked up and installed in their rooms they listened to political speeches and to descriptions of college football games. The pool was in unwonted demand. A few had helped pick fruit and extract honey, while everybody had eaten pears to surfeit, for the main building stands in a pear orchard. And as for fresh vegetables from our kitchen garden we ate them in perhaps unusual quantities and varieties. The big boys worked their footballs — six of them — to the limit, afternoons and evenings — seemingly never tiring of scrimmages and of intercottage matches; and they held two dances for the girls of the Harvard class. The older girls prepared for and finally held their fall intercottage field meet, and they too had a party for the Harvard girls, everyone dressing up as a child. There was extra time and chance to read and most so used it. Sundays they collected as they pleased outside on playgrounds and inside for music and sermons by radio, or they held little devotional services of their own.

All this continued for over five weeks, or until the ban was lifted. If there was grumbling, the office didn't hear it. The teachers were splendid; and of course the general spirit of the whole school corresponded. The time had seemed far less long than might have been expected even to those who were accustomed to leaving the grounds a good deal. The experience had been wholesome for the pupils and a revelation to the teachers.

POSTURE WEEK.

Posture week in 1928 was held from June 4 to 9. Its purpose was to further the cottage competition for the athletic cup. It included every girl in the Upper School.

Four points could be gained by working for the following:

- (1) For best slogan submitted by a pupil. All ages competed. Eight adults were chosen to judge the slogans.
- (2) For best paper on "Posture and Shoes." Paper must be entirely pupil's own work. Each cottage captain selected her own group to write the paper. Three judges were chosen to hear these papers given before the student body.
- (3) For cottage having best posture and general appearance for the entire week. This test included chapel, classrooms, diningrooms and the close. Teachers marked pupils who failed to live up to the standard. Cottage having the fewest marks won.

- (4) For cottage having the greatest number in *A* division after doing the Triple Test, which was given each day. Triple Test so called because pupils were judged while *standing*, *walking*, and doing a *free exercise*. Pupils could be promoted from *B* into *A* class by diligent work.

MARY H. FERGUSON.

Out of forty-five posture slogans original with the girls the following one by Hilda Ogilvie was deemed the best:

Stand and sit correctly,
For good health, poise and grace;
Hold your head erectly.
Look the world square in the face.

POSTURE AND SHOES.

People in general do not ordinarily connect posture with shoes. It is evident, however, to those who have studied physical science, that sensible shoes are a great asset to good posture. Figuratively speaking, the human body is a statue, and, like a statue, requires a good foundation. To obtain this foundation one must wear shoes having common-sense heels, broad toes, and well-built arches. Nevertheless, shoes are not the only expedients for promoting perfect carriage.

Pride and self-respect are essential qualities which make for good posture. Pride in personal appearance should be a perpetual incentive for correct standing and sitting positions. Upon entering a schoolroom nothing gives a visitor a worse impression than to find the class in slouching positions. His opinion will inevitably be that careless posture goes hand in hand with slipshod work.

All people desirous of perfect proportion and symmetry, which results from good posture, should take for their example the elm tree. As it is this counterpoise that renders the elm the most beautiful among trees, so good posture will give to all this quality of beauty.

FISHER COTTAGE.

JUNE 15, 1928.

MY DEAR MR. ALLEN:—Wednesday morning I went to general assembly at the Watertown High School to see Albertina Eastman receive her honors, and I think you may like to hear about it. The exercises were simple but interesting. Albertina was one of about six pupils to receive recognition for excellent scholarship throughout the year. On presenting her trophy, which was three volumes of Whittier's Poems in braille, the Principal, Mr. Whitehill, spoke warmly of the work of the few who had won distinction. It would have done your heart good to hear the whole school applaud Albertina. She evidently is highly esteemed by all. Not only was she awarded a trophy for scholarship but was admitted to the "Cum Laude" Society, which means that she must have fine personality and be of good character. I was very proud of her.

Sincerely yours,

EDITH MATTHEWS.

During the quarantine of 1928 the pupils of the cottages in the Girls' Close planned to give a party, with the members of the Harvard class as guests. Having recently heard of a children's party which their older sisters gave some twenty years ago they decided that their party should be of a similar nature, and asked that each one attending should dress as a child of five or six or as some Mother-Goose character.

When the evening came a bevy of little girls appeared, many a one of whom brought some cherished toy with her. With the help of a teacher the plan of the party was well carried out with such games as "See the farmer in the dell," "Little Sally Waters" and "London bridge is falling down." Each one was asked to give a nursery rhyme, which added interest to the program. At the close of the evening the "children" were made happy with a cooling drink, cookies, animal crackers and lollipops.

JULIA E. BURNHAM.

OCTOBER 9, 1928.

FRANCES M. LANGWORTHY.

When a teacher of influence beyond her own school dies it is fitting that there should be particular mention of it. Our Miss Frances M. Langworthy had taught manual training to the girls of the upper school since 1893, most of these years as head of the department. She had early systematized a course which included even the pupils of the first grade primary and which led up through the years to graduation with certificate; and year before last she had had it published in a pamphlet entitled "The Sloyd System of Manual Training". Her corps of helpers numbered five. Among them they have created and fostered a desire to gain the certificate so strong that forty-seven girls have done so. In the summers of 1922 and 1926 Miss Langworthy went to Nashville at Superintendent Wampler's request to teach her methods to student instructors of the blind in session at the Peabody College for Teachers. Her methods are in vogue now at the Tennessee School for the Blind,— and some of them doubtless also at other schools whose teachers studied under her.

Somehow Miss Langworthy lifted her department into equality with any. Her belief in it as a means of education as well as of practical import was contagious. Under the influence of her optimism all her girls found

that they could do things for which some of them had brought little faith. And what is more the principals of the co-ordinate departments became as eager that their pupils should excel in manual training as in their other specialties. The influence of such an educator as Miss Langworthy was does not die with her but persists for long years to come.

EDWARD E. ALLEN.

DOVER, N. H., February 10, 1928.

MY DEAR MR. ALLEN:— I once heard the true story of a country boy who was asked by the teacher to write a “composition” about his mother. The result was something like this: “My mother stays to home and cooks the vittles and cleans up. She fixes up our clothes and darns the stockings. She wears a black dress and a white apron and when anything is the matter with you, she is always right there.” At Perkins Institution we live with our teachers so much and see them so constantly that, if I were to attempt to write anything that could be called a “paper” about either Miss Lane or Miss Langworthy, I doubt if the result would be even as satisfactory as the boy’s composition. We take our teachers and their methods and means of instruction so very much for granted that by the time we are grown up enough to form a just estimate of them as individuals, or to express that appreciation adequately, we are ready to leave school and take up some other mode of life. It makes one feel like the old philosopher who said that by the time we have gotten ready to live as we should, it was time for us to die. But in answer to your request I can at least put down a few of my honest thoughts, and if they do not paint a highly colored picture, you must remember that the gentle art of praise is not easily mastered by the New England character.

I remember Miss Alice Lane first of all as a teacher of reading, and it may as well be said that our course in spoken and written English began when she taught us the value of every letter in every word,— even telling us where the silent letters came from,— the value of every word in a sentence and the value of every sentence in a story or line of a poem. She did all that and yet made the lessons interesting. We had to read in a tone and with the inflections used in speaking to each other, even if, in order to do so, we had to learn the story by constant repetition. Of

course there were pupils who found reading hard and always would, but to those of us who mastered the mechanics of it easily she gave an incentive toward good reading and a joy in books which we have never outgrown and never want to. In squarehand writing we practised exercises almost without number, before, between and after we had learned to write letters or make Christmas and Easter greetings. We had exercises in dictation and even reproduced stories or wrote answers to questions in zoölogy and other subjects. In arithmetic we had oral work, quick and exacting, had to explain our examples in detail and make up some of our own; and after we had gone through the first book with the teacher's assistance, she coolly turned back to the first page and made us repeat the examples, without help if possible. When the man in the example was papering a room, we were shown how papering was done; or we made figures in pasteboard and learned to tell time by means of dials with real hands and with the figures worked upon them.

When you returned from Germany and Austria and gave us illustrations of how intensely practical the education and hand training were over there, I could not help thinking how many similar experiments of that sort Miss Lane had carried out successfully, though to me it seemed that she never made it gross or commonplace. To be sure, we did not always enjoy our work, but Miss Lane, who had received from her English parents a very strict bringing up, passed it on to us with a few innovations of her own for good measure. And if we did not learn and cultivate habits of industry, resourcefulness and self-reliance, I assure you it was no fault of Miss Lane's. But to me the most remarkable and the most lasting contribution which she made to our happiness and well-being was the way in which she tried to develop our sense of beauty. Those who tell you that music is the only expression of beauty that a blind person can appreciate, and therefore you must cultivate his ear and fill him up with good music, may be telling the truth as far as they go, but they do not go very far; — and I say this even as a great lover of music and one who could not do without it.

Where Miss Lane acquired the faith that trees and grass and birds and all kinds of living and growing things, — snakes, frogs and all, — could be made to mean so much to blind children as they did in her

Nature Study classes, I am sure I do not know. But it was a great faith, and I am glad to say that before she left school, I had sense enough to write and tell her that, from the joy in life and in the out-of-doors which we all feel now, I was sure her faith was justified. It was not enough that we should examine the specimens in the museum or in the open, and learn their family history, though that was interesting and profitable; we were made to realize how much beauty there was in the fitness of things, in the marking on a turtle's shell, the curve of a duck's neck and breast, the fur of a fox, and a thousand other things. Miss Lane never fell into the tone which says: "You poor little unfortunates, you can get very little out of this at best, but never mind; we will get through it somehow." She read us the kind of books which other nature students used; if we took the words and phrases in, very well; if we did not, we were out of luck.

The foregoing does not express at all the importance of this teaching and this attitude to me, but talk to any of the past pupils of how Miss Lane took us for walks and taught us the songs of birds and they will say all that I have left unsaid.

It is in Brooks Cottage that I remember Miss Frances Langworthy most intimately, since, except for some lessons in machine stitching, I seem always to have had sewing and knitting with someone else. But to us who were addicted to knitting outside school hours, she always sold worsted and helped us decide how much we should want for a given piece of work. In the house she held a position second only to Mother B and, as she was not strong enough to go out evenings or away for every week-end, we generally knew where to find her, and that means a lot when you are growing up. We Brooks Cottage girls and teachers of my day were not a gushing, demonstrative crowd. The girls were naughty by spells, and some of us so crude that we rode roughshod over each other's feelings and everybody's else; and even the teachers made mistakes sometimes. But for a large family with rather marked individualities, we got on wonderfully well and thought a good deal of one another, though we never said so. We liked to hear about each other's homes and parents and brothers and sisters and what we did when we were children; and

we brought a lot of these stories to the table. We had the reputation of talking every minute; yet I can remember a good many times when we all quieted down while one member of the family told something of particular interest about the past or something unusual that had happened that day. In that way we heard about Miss Langworthy and her sister and their home life and the people who said and did interesting things near them. When word came once that their brother had been severely injured and, in fact, had barely escaped with his life, we felt a genuine personal concern; and of course we saw their mother who was a dear little lady. And how we enjoyed hearing about the little nephews when they began to grow up and have personality. I could tell any number of stories of the little things which counted for much in our family life but which would have no interest in a letter. I remember how, one Christmas, Miss Langworthy read "Twelfth Night" to us in the evening, and we became so interested that we kept saying: "Go on, go on!" even when the poor lady could hardly speak out loud, and Mother B had to shoo us all off to bed.

Now to go back to the Manual Training Department: I hope that the school realizes just how much that work means to the students, whether it leads to their earning money or not. In our zeal for Christmas giving, think what it has since meant to us, particularly those of us who did not have unlimited spending money, to be able to make useful and worthwhile gifts to our friends, — things which perhaps they needed, or at any rate did not have to pretend that they were glad to have when they were not. When other girls were making dainty embroidery and weaving colored threads into handkerchiefs, think how glad we have been to be able to give our friends something just as pretty and perhaps more expressive of our affection and good will. Every year now our tiny Alliance sends to Doctor Grenfell's hospital in Labrador a package of garments, towels, etc. How should I feel if I could not contribute my share in the good work? I should not ask my father to give me money to buy something for the box, even though I am sure he would give it to me. Last summer in my father's home village in Maine, I was able to give eighteen pairs of mittens to poor people who have been kind to us and to whom we could not think of offering money. Every autumn two farmer cousins send us

apples and vegetables for which they would not accept pay, but they each find a sweater and a pair of mittens very acceptable as they work in the woods during the winter. I made these things not because I felt charitable but while I was helping entertain the many visitors who kept dropping in. Plenty of Perkins pupils have done more than that, just for a pastime. And sewing helps us not only to make and mend our own clothes but gives us a kinship and something to talk about with all other "just plain women," instead of their being put into the uncomfortable position of having to wonder "what on earth to talk about with that tiresome blind girl." Life is so very hard for any blind woman, even with the happiest nature and amid the pleasantest surroundings, that the one great thought in her early training must be to enable her to face the world's give and take with just as much to give as others have and just as many ways of finding the joy in life. And toward that end I say earnestly that the Manual Training Department in her school plays no small part; and I know what I am talking about.

Sincerely as always,

ALISON VILES.

A FEW WORDS ABOUT MISS ISABEL GREELEY, WHO DIED MAY 10, 1928.

In the passing of Miss Greeley we have all lost a true and devoted friend. When the doors of our first kindergarten for blind children were opened, in 1887, she was there to welcome those with whom she was to start its great work. Mr. Anagnos had labored long and arduously for the realization of his dream of many years, the establishment of a kindergarten for such as were too young to attend Perkins Institution. With his accustomed aptitude and foresight he had recognized in Miss Greeley the type of woman he wanted to mother these little ones. Capability, prudence, sympathy and understanding, — these were her abiding qualities, and she applied them with untiring zeal, during many fruitful years of service, to the task of planting the seed of loftiest ideals in the hearts of the little ones, which later were to blossom in their manhood and womanhood. While ever mindful of her duties as matron and administrator of household affairs, Miss Greeley never forgot that her paramount work was the guiding and encouraging of these young lives.



Perkins Institution

Two views of Bradlee family girls on their brick play-space. May, 1928



Kindergarten groups at the beach in June, and at school in January, 1928

The many hundreds of boys and girls, especially those of us boys who passed through the kindergarten in the first two decades, look back with grateful hearts to those happy days; and we are sure that if it were possible to get an expression from all, they would unanimously voice deep gratitude for the lessons taught and the ideals held up before them by their loving and ever solicitous foster-mother, Miss Greeley. Her life brought much happiness and sunshine into our world, and to us her memory will ever remain a precious possession. Miss Greeley was one of the indispensable cornerstones of our beloved kindergarten which has contributed such an important part to the work of our school.

FRED V. WALSH.

REPORT OF THE HOME VISITOR.

Someone has said: "Let your work be your pleasure, and your pleasure be your work." This has been true of my work.

It is becoming hard to know just which home to omit when making out the itinerary for the long trip that covers distances between places to be visited. Frequently this remark is made: "You are later this year. We were afraid you would not come. Do not leave us out."

Surely the Perkins visits are anticipated for various reasons: some misunderstanding to be explained, employment to be discussed, a new home to be found, advice to be given.

The opportunities for helpfulness have assumed a wide range from home visiting to finding an illustrator for a blind story-writer, speaking at clubs, and the like.

It is certain that in many instances the spoken word is better than the written word.

It is interesting to know that most of the district, school and mill nurses, as well as welfare workers, know about Perkins through their college class work. Their student visits to the school have inspired them to know more about its work. Frequent requests for reports are made.

Oculists and country doctors should know more about Perkins and the importance of early training for the child with defective vision.

During the past year, October, 1927, to October, 1928, I have made 720 calls on blind people, over 200 on doctors, nurses, welfare workers, school superintendents and public-spirited people. I have spoken to five clubs, written 494 letters to blind people or in their interest, and sent out about 500 Christmas cards.

The pitiful part of this work is not to be able to know where training and employment may be found for the mentally slow boy or girl or the young man past school age. It is my lurking wish that a certain institute for the blind which I visit would enlarge its work along industrial lines instead of fostering a smouldering notion of opening a school for academic training. This notion is suggested every now and again by some of its directors.

CORA L. GLEASON.

THE SPECIAL METHODS CLASS, 1927-1928.

"The more it changes, the more it is the same," is an old French proverb. So, building upon the old foundation of the training of blind children, the Special Methods class has moved forward during the past year, trying to grasp and appreciate the new ideas and plans that are being developed and graft them wisely upon what is best in the older ways.

There were ten members of the class, — two seeing, three partly seeing, and five totally blind.

The general plan of practice teaching in the morning, when there is the most going on in the school, with two hours devoted to the theory of teaching, and an hour of reading aloud to those who needed it, in the afternoon, seemed satisfactory and was followed again this year.

Reading was emphasized. Certain books were read aloud to the non-seeing members of the class and commented upon. Seeing members attended these sessions if they wished. One seeing girl preferred to attend these readings for the sake of the comments and discussions which the reading often called out. These discussions were often lively, when difference of opinion arose. Written reports of the books read were required for the most part, but a few were read for the sake of background, no report being called for. In addition it was required that written reports be passed in on five books in braille which the blind students could read for themselves. Seeing students were asked to pass in written reports on ten books selected according to their tastes from a generous list placed on the shelves for their inspection. This feature of required reading proved valuable and will be repeated next year.

Three members of the class studied pencil writing and became good writers. Two blind members could already write "square hand" and needed no further instruction. All were enthusiastic over the value of handwriting for blind persons. A very noticeable fact observed each year in connection with the teaching of the Special Methods class has been the eagerness with which our blind students take up pencil writing, the speed with which they learn it, and the skill with which they use it. Thus

far no one has failed to learn pencil writing in a few weeks, and if they keep up their practice, (a vital factor), they will be able to retain their ability. The length of time required for a blind person to learn to write the square letters, and the difficulty of it have been greatly exaggerated by superintendents not favorably inclined to the system. For example, in Posey's Hygiene of the eye, chapter XIX, a fac-simile of square hand writing is given of which it is said that it was written by a girl pupil of Perkins Institution, "who has studied pencil writing for ten years." It would doubtless be more accurate to say that she had been *using* pencil writing for about ten years, for she probably learned to write while in the primary department, and ever since had had such practice in writing as most seeing pupils receive from their school training. Even our older students in the class, who before coming to us had never handled a pencil, develop creditable skill in writing. The self-respect and satisfaction with which they use it is evident.

The Manual Training courses have necessarily been interrupted during the past year, on account of changes in that department, but the teachers have tried to give our students as much as possible of the course as regularly carried on.

The four o'clock theory period has usually been occupied by talks from members of our faculty on their methods of teaching their subjects. We are greatly indebted to them for their interest and their help. In fact, the course could not be carried on without such support, both for the explanation of their methods, and for the opportunities of observation and practice teaching which they furnish. Nearly all the teachers have contributed. A comprehensive series of talks on the value of kindergarten for blind children made a suitable beginning of our investigations; a practical course on geography, map reading, and map making; teaching science by the project method; methods of teaching history, English, arithmetic, braille; the experimental school; the psychological department; the departments of speech correction and corrective gymnastics,—all were represented in our offerings to these young people who wish to teach. The teachers gave freely the results of their experiences. The four o'clock hour was always anticipated by the class. To hear from teachers actively engaged in the work, lent variety and depth to their instruction.

Papers were required of the class on each of the principal subjects studied. The theory hour at half-past one o'clock was devoted to discussions of the methods presented, of the papers written, or of some subject presented by the class leader.

Besides the general school subjects, we have considered the value of object teaching; of play for the blind child; the Dalton and other plans for self-direction,—their possibilities and their dangers; health programs in schools; children's faults; studying; examinations; the teacher of the blind child; and many other timely topics.

Among speakers from outside the school, the class had the pleasure of listening to Lady Campbell on early days at the Royal Normal College; Miss Garside on home teaching; and Miss Branick on her work with the little folks at the blind babies' nursery.

The usual social and musical events of the Perkins year have been greatly enjoyed by our students. They express their gratitude for their opportunities here and their regret that the happy year must draw to a close, but feel that they have greatly profited by their experiences. If they are better and stronger persons for their courses here, and more helpful to the cause of the blind, all who have helped in the work will feel greatly rewarded.

This year's class has been a harmonious group of people. They have carried on their studies with enthusiasm, have done their observation and practice teaching earnestly, and contributed gladly wherever they saw an opportunity to help. They have carried on their life in the school without friction among themselves, and without criticism from the members of the school and its staff. They have been frequently called upon, especially by the teachers of the lower school for help in teaching pupils who had fallen behind in their class work, for writing or correcting braille exercises, or for supplying the place of a teacher temporarily absent. These services have been a help to the teachers of the school and an excellent experience for the students.

It seems to me to have been a successful year for the Special Methods class.

JESSICA L. LANGWORTHY.

HOWE MEMORIAL PRESS.

APPLIANCES AND PUBLICATIONS.

ARTICLE.	Made this Year.	Dispensed this Year.	Total Dispensed from Sept. 1, 1927, to Aug. 31, 1928.
Plates embossed:			
Literature	1,833	—	—
Music	751	—	—
Printing:			
Braille literature	118,258	—	—
"Weekly News" covers 27,675x2	55,350	—	—
Line type covers, labels, Christmas cards, advertising, playing cards, mimeographing, American Foundation cards, and Pennsylvania Home Teaching Society cards	76,652	—	—
Appliances:			
Pocket braille slates	660	1,256	12,067
Desk slates	1,725	957	11,043
Cardmarking slates	—	7	89
Roller slates	—	—	3
Styluses	5,206	6,500	54,850
Hall braillewriters	—	—	142
Boston do	—	—	63
Perkins do Model A	—	—	106
do Model B	—	—	100
do Model C	—	23	33
do Shorthand	—	9	11
Aluminum writing boards	95	114	1,140
Fiber do	—	567	8,713
Aluminum alphabets	180	227	1,059
Wire signature guides	—	26	368
Peg boards, plain	211	49	778
do reversible	134	34	220
Map cushions	—	2	49
Caning vises	50	3	28
Checkers	168	167	2,586
Dominos	—	183	2,011
Tit-tat-too	—	—	43
Puzzle-Peg	—	26	199
Cross Word Puzzle boards	—	—	13
Playing cards, packs	66	95	955
Thermometers	100	30	94
Season apparatus	—	1	3
Dividers	—	—	2
Wringer Power Press	1	—	1

FRANK C. BRYAN.

ACKNOWLEDGMENTS.

I. — ACKNOWLEDGMENTS FOR CONCERTS, RECITALS AND DRAMATICS.

To Mrs. HAROLD MOLTER, for twenty-two tickets for her vocal recital in Jordan Hall, Boston.

To Mrs. ANITA DAVIS-CHASE, for two tickets for each of three recitals in Jordan Hall.

To Mr. RICHARD NEWMAN, for fourteen tickets for a pianoforte recital by Mme. Yolanda Mers in Steinert Hall, Boston.

To Mr. ERNEST L. NICHOLS, for a general invitation to each of several entertainments at Central Congregational Church, Newtonville; and to Mrs. FRANCIS J. FLAGG, for fifty tickets for a play at that church.

To the WATERTOWN CHAMBER OF COMMERCE and the EMBLEM CLUB OF WATERTOWN, for a supply of tickets for a concert by the United States Marine Band at the Watertown High School.

To Mr. HORACE J. PHIPPS, secretary, for ten tickets for a concert by the Apollo Club.

To Mr. RAYMOND C. ROBINSON, for tickets for his organ recital at King's Chapel, Boston.

To Mr. WILLIAM D. STRONG, for twenty tickets for his pianoforte recital in Steinert Hall.

To Mrs. A. M. PEABODY, for one hundred tickets for a bird lecture by Mr. L. Raymond Talbot at the Bulfinch Place Church, Boston.

To Miss BERTHA WESSELHOEFT SWIFT, for twelve tickets for a students' vocal recital in Trinity Court Studios.

To Mr. W. L. WHITE, for four tickets for Norumbega Park.

To Mr. GEORGE V. BROWN, for two tickets for a hockey game at the Arena, Boston.

To Mr. FRANK POPE, for ten students' tickets for "Simba" at the Colonial Theatre, Boston.

II. — ACKNOWLEDGMENTS FOR RECITALS AND LECTURES IN OUR HALL.

To Dr. SAMUEL P. HAYES, for a lecture on "Repression and Expression of Certain Emotions" and again for one on "Courtesy."

To Mrs. LUCIA AMES MEAD, for a talk on international affairs.

To Mrs. MARY E. RAIOLA, for a talk on Naples.

To Mr. ARTHUR F. SULLIVAN, for a talk on the American Red Cross Society.

To Miss FRIEDA ALTMAN and her pupils, for dramatics.

To Dr. EDGAR SWAN WIERS, for a talk on Alaska.

To Miss ROSE SELTZER and Miss CATHARINE SIMONE, for readings.

To Mr. WILLIAM H. BRADBURY, for a guitar recital.

III. — ACKNOWLEDGMENTS FOR BOOKS, PERIODICALS AND NEWSPAPERS.

American Review (embossed), The Beacon (embossed), Braille Courier (embossed), Le Braille Magazine (embossed), Catholic Review (embossed), Catholic Transcript (embossed), Channels of Blessings (embossed), Christian Record (embossed), Christian Science Monitor, Christian Science Quarterly (embossed), Church Herald for the Blind (embossed), Colorado Index, Congregationalist, through Mrs. GEO. H. REED, Le Courrier Musical et Littéraire (embossed), Elementary School Journal, Esperanto Ligilo (embossed), Illuminator (embossed), International Magazine (embossed), Lions Juvenile Braille Monthly (embossed), Lutheran Messenger for the Blind (embossed), Matilda Ziegler Magazine (em-

bossed), The Mentor, The Messenger to the Sightless (embossed), Ohio Chronicle, Optimist, Our Dumb Animals, Our Own (embossed), Il Progresso (embossed), Râja-Yoga Messenger, Red and White (embossed), Rocky Mountain Leader, The Searchlight (embossed), The Theosophical Path, The Utah Eagle, Weekly News (embossed), Weekly Review (embossed), West Virginia Tablet.

To Mr. U. AKIBA, Mr. and Mrs. E. E. ALLEN, The American Foundation for the Blind, Mr. W. F. BENSEL, The Harvard Class of 1926-1927, Miss ELIZABETH HOXIE, Miss MILDRED POTTER, and Mr. WALTER B. SNOW, for letter press books.

To The American Bible Society, The American Brotherhood for Free Reading for the Blind, Mrs. ANDREW CARNEGIE, Department of Missions of the Episcopal Church, Miss MABEL HARRINGTON, Mr. WILLIAM S. HEWLITT, Juniors of the New Jersey Federation of Womens Clubs, Junior Womans Club of Patterson, N. J., Mrs. CHESTER LOOMIS, Rev. JAMES H. McCONKEY, Mrs. RICHARD MORTIMER, Mrs. A. C. PEARSON, Mr. R. C. B. THURSTON, Mr. RODMAN WANAMAKER, Western Pennsylvania School, Womans Club of Merchantville, N. J., and to many branches of International Lions Clubs, for embossed books.

To ANNIE C. BALDWIN, MARY RUSSELL HODGE, MARY S. HOLBROOK, MARY HOLLISTER, NAOMI T. HOLT, LILLIAN G. HORNE, MARTHA P. OBER, JEANETTE M. O'CONNOR, GRACE RAYCROFT RILEY, EMMA FISKE SPENCER, MABEL CARLL THORNE, ANITA S. WARD and ISABEL WESSON, for transcribing books for our circulating library.

IV. — ACKNOWLEDGMENTS FOR GIFTS.

To Mrs. E. PREBLE MOTLEY, Mrs. JOHN CHIPMAN GRAY, Mrs. WALTER C. BAYLIES, Mrs. GEORGE H. MONKS, Mrs. S. H. THOMPSON, the Rev. HERBERT A. JUMP, Miss ELEANOR S. PARKER, Mrs. JOHN ANDERSEN, Miss CARRIE O. SILLOWAY, the Primary Department of Union Congregational Church of Weymouth and Braintree, through Mrs. NEWMAN PAGE, a group of girls in Concord, Mass., through Mrs. FREDERICK W. ALLEN, and the F. 3 Club of Tenacre School, Wellesley, for gifts of money.

To the BOSTON COMMITTEE FOR THE BLIND, Mrs. Benjamin Tishler, chairman, for gifts of money, clothing, fruit, confectionery and ice cream, cottage sociables for the pupils, a week's camping party for a group of boys, and for regular conveyance for several pupils to and from Temple Israel, Boston.

To Mrs. CHARLES B. THURMAN and Miss ROSALIE THORNTON, Mrs. GEORGE T. PUTNAM, Miss MINNIE HOWLAND and Mrs. THOMAS QUALEY, for clothing.

To Mrs. EVERETT MORSS and to Mr. H. GREGORIO SANTIAGO, for musical instruments.

To Mrs. JOHN S. CURTIS, for ten player-piano records; to Miss SPRINGER, for a phonograph with records; and to Mrs. GEORGE H. MONKS, for a Victrola record.

To Miss MARY V. IASIGI, for a radio in memory of her sister, Mrs. Amy Gore Iasigi.

To Director SEGUEJIRO MIYAJIMA, for a set of tea-cups and for pictures of his school at Osaka, Japan.

To Miss JULIA E. BURNHAM, for a type-box with movable type.

To Mr. JOHN HOWE HALL, for material on Laura Bridgman.

To Miss DIREXIA S. HAWKES, for a framed photograph of our orchestra of the past.

To Dr. NELSON ROTMAN, for spectacles and artificial eyes.

To Mrs. ROBERT HERRICK, for transportation for pupils attending a bird lecture in Boston.

To Mr. FREDERICK A. FLANDERS, Mrs. MARY L. TUTTLE, Mrs. RALPH M. TUCKER, Mrs. THOMAS QUALEY and Mrs. LOUIS ROSENBAUM, for fruit, confectionery and cake.

To the FLOWER Committee, Horticultural Hall, Boston, and to the BENEVOLENT FRATERNITY FRUIT AND FLOWER MISSION, through Mrs. Aronson, for flowers.

To Miss EDNA VAN HORNE, for a picture.

To Mr. ARTHUR F. SULLIVAN, for a copy of the "Handbook of Social Resources in the United States," and to Miss Margaret C. Owen, for a book.

LIST OF PUPILS.

OCTOBER 1, 1928.

UPPER SCHOOL.

Baker, Elsie.	Mitchell, Ethel G.
Barnard, Eliza B.	Nowicki, Janina.
Barnes, Florence E.	Ogilvie, Hilda M.
Beliveau, Leontine T.	Reese, Helen.
Bessette, Vedora.	Robinson, M. Viola.
Brooks, Madeline D.	Rosato, Felice.
Buckley, Alice.	Roy, Catherine L.
Burt, Eleanor T.	Runner, Constance L.
Chase, Florence M.	Saverino, Maimie.
Cherlin, Mary.	Schultz, Helen.
Clanton, Erline.	Scott, Arline R.
Coakley, Alice L.	Shea, Mary Ellen.
Corsi, Angelina.	Silvia, Emma.
Coughlin, Ethel.	Skipp, Doris M.
Curran, Ellen A.	Sordillo, Mary.
Czyzewski, Margaret J.	Stanevicz, Mary.
Daniels, Dorothy D.	Statuta, Mary.
Dardioli, Luigina.	Thebeau, Marie.
De Cesare, Ida.	Wheeler, Theresa.
DeDominicis, Edith.	Widger, Evelyn L.
Dien, Sarah M.	Wilcox, Bertha M.
Doherty, Kathleen E.	Williams, Phyllis.
Downey, Mary A.	Withrow, Cora.
Duquette, Blanche.	Wolf, Hedwig.
Duquette, Irene.	Wolfson, Martha.
Eastman, M. Albertina.	Younie, Bernice E.
Elliott, Mary.	Adams, Raymond G.
Farnham, Barbara E.	Annunziata, Albert.
Flanagan, M. Ursula.	Anselmo, Manuel V.
Gagnon, Eva.	Bailey, Arnold C.
Gleason, Jeanette B.	Barrett, Robert C.
Glynn, Helen.	Beaulieu, Ernest.
Goodwin, Helen J.	Berube, Walter.
Guernsey, Rena G.	Bowden, Robert F.
Harasimowicz, Alice.	Cammarano, Angelo.
Hinckley, Dorothy M.	Campbell, Peter F.
Hinckley, Geraldine.	Casella, Charles.
Ingersoll, Dorothy.	Chase, George W.
Janney, Mary C.	Chombeau, Bertrand.
Kazanjian, Zaroochie.	Comeau, Bernard.
Lamoreux, Mary J.	Cook, William L.
Landry, Edwina.	Cormier, Alfred.
Laudate, E. Lena.	Cota, Winfield.
L'Heureux, Juliette.	Czub, Albert.
Libbey, Fannie E.	Damon, George M.
MacDonald, Marion.	Danielian, Charles.
Macdougall, Mildred D.	Davy, Horace.
McGovern, Velma.	Despres, John P.
McMeekin, Jennie.	DiCicco, Emilio.
Minutti, Desaleina.	DiMartino, Matthew.

Donovan, Thomas J.
Eaton, Charles P.
Egan, John P.
Ferguson, George A.
Gaffney, George J.
Gagnon, René.
Giuliano, Paolo.
Goddard, Clarence W.
Goguen, Raoul.
Greene, Frank H.
Grime, G. Edward.
Hannon, James E.
Harcourt, W. Reece.
Hatch, Arthur F.
Hendrick, Horatio W.
Henry, Paul W.
Jablonske, Joseph.
Katwick, Arthur D.
Keefe, Clarence G.
Kwoisnieski, Thaddeus W.
Lafleur, George.
Lamarine, W. Leo.
Lincoln, Carlton G.
Loesche, Fred.
Lord, Paul E.
MaDan, Alton E.
Marchesio, Aldo.

Marchesio, Guido.
Maschio, Angelo N. B.
McCluskey, Harry L.
Melanson, Hervé J.
Meuse, P. Raymond.
Michaud, J. Armand.
Noble, Clark W.
Paice, Gerald J.
Pike, Norman N.
Pofcher, Philip E.
Pontarelli, Rocco.
Radominski, Frank.
Rainville, Harvey L.
Reinert, Alfred E.
Rubin, Manuel.
Santos, Tony.
Shaw, Harris E.
Shulman, George.
Silva, Arthur P.
Simons, Charles.
Stott, Lester W.
Thompson, R. Lawrence.
Vachon, Edouard.
Warner, Charles G.
Wesson, Kermit O.
Williams, Clifford.
Young, Vinal R.

LOWER SCHOOL.

Accorsi, Annie.
Andrews, Mary.
Bedrosian, Mary.
Beaudoin, Marie.
Buckley, Frances A.
Burgess, Priscilla.
Casella, Frances.
Cerullo, Ida.
Chelifou, Doris E.
Cordor, Jennie.
Correia, Angelina.
Correia, Fanny.
Cox, Ruth A.
Crossman, Evelyn M.
Della Morte, Maria.
Devino, Catherine L.
Edwards, Eleanor B.
Falgione, Helen O.
Foley, V. Marion.
Furtado, Matilde.
Getchell, Barbara.
Godin, Leona A.
Gurry, Martha V.
Harley, Rita M.
Hawkins, Rose E. A.
Homen, Georgianna.
Irwin, Eleanor I.
Kennedy, Ethel I.
Lovejoy, Mildred E.
McEvoy, Evelyn M.
McNamara, Eileen.
McNamara, Lorraine.
Mierzewski, Stephanie.
Miller, Marie A.
Morris, Irma.

O'Donnell, Louraine.
Parker, Rose.
Pepe, Carmella.
Pepe, Philomena.
Perry, May B.
Polizzi, Jennie.
Potter, Ruth.
Reinert, Elsie.
Reinert, Marion.
Ricker, Ruth.
Shiers, Virginia.
Shiros, Anna.
Souza, Irene M.
Surprenant, Lillian V.
Swanson, Grace E.
Swazey, Mauretta E.
Szezerba, Mary.
Taylor, Everill.
Taylor, Mary J.
Therrien, M. Rose.
Barker, Douglas H.
Cambardelli, Arthur J.
Caroselli, Andrea.
Cetto, Joseph.
Chandler, Horace P.
Cirella, Anthony.
Coady, Clifford P.
Cookson, Robert.
Correia, Joseph.
Costa, Anthony.
Cowick, Orville H.
Delaney, James D.
Devino, Ivor G.
Di Francesco, John
DiPippo, Bartolomeo.

Doncaster, Wendell V.	Maynard, Merrill A.
Downing, Herbert J.	Medeiros, Joseph.
Ellis, Warren P.	Miskiavitch, Norbert.
Fiske, Howard R.	Morris, Kenneth A.
Frizzell, Frederick.	Morrison, John J.
Frost, Robert.	Neuwirth, William A.
Gifford, D. Paul.	Nichols, Alaric G.
Goodwin, Ralph.	Pasterczyk, Henry.
Gould, Basil.	Petherick, George.
Hannon, John F.	Polchlopek, Frank.
Hull, Richard L.	Pollino, Anthony.
Kesselman, Max.	Ramos, Joseph.
King, Carl S.	Rives, Louis H.
King, John C.	Rock, Raymond J.
Lahti, George V.	Slinski, Marcyan.
Lankowicz, Stanley.	Spelman, Kenneth E.
Lee, Donald.	Sprague, Charles R.
Little, Robert E.	Tancrelle, Gideon.
Lubin, John.	Tobey, Arthur W.
Macaluso, Biaggio.	Vennert, Ronald E.
MacLaughlin, Leroy B.	Vincent, A. Roy.

The places from which these pupils come and the number from each place follow:—

Massachusetts	179	Connecticut	2
Rhode Island	36	Canada	1
Maine	17	Virginia	1
Vermont	15	Georgia	1
New Hampshire	9	Nebraska	1
New Jersey	3	Pennsylvania	1

CHRISTMAS MUSIC BY THE CHOIR OF PERKINS INSTITUTION AND THE CHILDREN'S CHOIR OF THE KINDERGARTEN FOR THE BLIND.

ASSISTED BY ADELINE TOLLESON, VIOLINIST, ALICE McLAUGHLIN, FLAUTIST, LORETTA NOONAN,¹ SOPRANO, MADELINE BROOKS,¹ ALTO.

DWIGHT HALL, SUNDAY AFTERNOON, DECEMBER 18, 1927, AT 3:30 O'CLOCK; TUESDAY
EVENING, DECEMBER 20, 1927, AT 8:15 O'CLOCK.

MEMBERS OF THE FACULTY PARTICIPATING.

MISS MATTHEWS,¹ SOPRANO, MISS PRATT, ALTO, MISS WOODWORTH, SOPRANO, MR. ANDREWS, TENOR, MR. NEAL, BARITONE, MISS SEYMOUR, PIANIST, MR. HARTWELL, ORGANIST, MISS HILLS, DIRECTING THE CHILDREN'S CHOIR.

EDWIN L. GARDINER, DIRECTOR.

PROGRAM.

PART I.

Choral — Break Forth, O Beauteous, Heavenly Light	J. S. Bach
Christmas Carol — Sleeps Judea Fair	Mackinnon
Antiphonal Carol — In Bethlehem	Kingsley
A Song for Christmas	Daniel Gregory Mason
Old Normandy Noël — The Holy Child	Arranged for Perkins Choir
Antiphonal Carol — The Cornish Bells	Tertius Noble
Ancient French Noël — Shepherds, why this Jubilee?	Arranged for Perkins Choir
Old French Noël — Little Jacques	Nicholas Martin (1555)
Austrian Folksong (1810) — Shepherd's Christmas Song	Heinrich Reimann
Old French Noël — Bring a Torch, Jeannette, Isabella	Nicholas Saboly
Song of the Magi — All Hail the Virgin's Son!	Dickinson
Castilian Melody — Come, all ye Children	Arranged for Perkins Choirs
Winter Legendry — A Song for Christmas	Samuel Richards Gaines
Song of Adoration	Arranged from an old Normandy Noël
Old German Carol — From Highest Heaven	

PART II.

The Story of Bethlehem — A Short Cantata for Christmas	John E. West
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¹ Graduates of Perkins Institution.

ONE-ACT PLAYS.

PRESENTED BY THE PERKINS PLAYERS FOR THE BENEFIT OF THE HOWE BENEFICIARY FUND AND THE PERKINS ATHLETIC ASSOCIATION.

PERKINS INSTITUTION, WATERTOWN, MASS.

Friday Evening, March 23, at 8 o'clock; Saturday Afternoon, March 24, at 3 o'clock,
1928.

Scenes from "Master Pierre Patelin."

(15th Century French Farce, by Guillaume Alécis, translated by Richard T. Holbrook.)

"The Brink of Silence."

ESTHER E. GALBRAITH.

"The Master Salesman."

WILLIAM HAZLETT UPSON.

Musical Numbers.

Suite Gothique L. Boedlmann

I. Introduction — Choral.

II. Menuet Gothique.

III. Toccata.

RAOUL GOGUEN at the Organ.

FIRST INTERMISSION.

Selections upon the Ampico.

SECOND INTERMISSION.

Pilgrim's Song Tschaikowsky

The Yeoman's Wedding Song Poniatowski

THE BOYS' GLEE CLUB.

Tenors: Charles P. Eaton, Joseph Jablonske, Clarence G. Keefe, G. Edward Grime, Paolo Giuliano, Vinal R. Young. Basses: Robert C. Barrett, John P. Egan, Kermit O. Wesson, Alfred Cormier, Raoul Goguen, Aldo Marchesio.

MANUEL RUBIN at the Piano.

*Advertising posters furnished through the courtesy of Ford Motor Company,
Somerville, Mass.*

CONCERT BY THE CHOIR OF THE PERKINS INSTITUTION.

EDWIN L. GARDINER, CONDUCTOR.

ASSISTED BY THE VANNINI SYMPHONY ENSEMBLE AND MR. A. RALPH TAILBY, BARITONE.
UNDER THE AUSPICES OF THE CIVIC MUSIC ASSOCIATION, BOSTON.

MEMBERS OF THE FACULTY PARTICIPATING.

MABEL STARBIRD, ALTO, CLARA PRATT, ALTO, EDITH MATTHEWS, SOPRANO, MARION
WOODWORTH, SOPRANO, FRANCIS ANDREWS, JR., TENOR, PAUL NEAL, BARITONE,
LOUISE SEYMOUR, PIANIST, JOHN F. HARTWELL, ORGANIST.

UNDER THE AUSPICES OF THE CIVIC MUSIC ASSOCIATION, INC., BOSTON.

JORDAN HALL, SUNDAY AFTERNOON, MAY 20, 1928, AT 3.30.

PROGRAM.

The Skeleton in Armor *Arthur Foote*
A Summer Idyl *Edward W. Jenkins*¹
(For pianoforte, two violins, viola and violoncello.)
(The pianoforte part will be played by the composer.)

Spring's Saraband (MS.) *Herbert Boardman*
The Immortal (Spring Song) *George W. Chadwick*
(Orchestration by Edward Jenkins.¹)

Overture to "The Secret of Susanne" *Wolf-Ferrari*
(Mr. Vannini conducting.)

The Highwayman *Deems Taylor*

Part I and Part II.

¹ Graduate, Perkins Institution and New England Conservatory of Music. Member of the American Guild of Organists.

GRADUATING EXERCISES OF THE PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND.

TUESDAY, JUNE 19, 1928, 10:30 A.M.

PROGRAM.

Chorus — “The Immortal” (Spring Song) *George W. Chadwick*

Essays:

Enjoying Travel while Remaining at Home.
MARY RITA HANLEY.

The History of my Reading.
MARY ELLEN DOYLE.

A Blind Child among the Deaf.
BEULAH CLARABELLE KELLEY.

Part Song — “A Psalm of Life” *Pinsuti*
GIRLS' GLEE CLUB.

Essays:

The Juvenile Court.
JOHN P. EGAN.

The Common Need.
CLARENCE GEOFFREY KEEFE.

Higher Education for the Blind.
JOSEPH JABLONSKE.

Language, the Universal Bond.
MANUEL RUBIN.

Presentation of Diplomas and Certificates.

Chorus — “The Silent Sea” *Neidlinger*

STATEMENT OF ACCOUNTS.

BOSTON, October Twenty-sixth, 1928.

Messrs. F. H. APPLETION, JR., WARREN MOTLEY, *Auditors, Perkins Institution and Massachusetts School for the Blind, Watertown, Massachusetts.*

GENTLEMEN:— I have audited the accounts of Albert Thorndike, Treasurer of the Institution, for the fiscal year ending August 31, 1928 and have found that all income from investments and proceeds from sales of securities have been accounted for, and that the donations, subscriptions, miscellaneous receipts, as shown by the books, have been deposited in bank to the credit of the Treasurer of the Institution.

I have vouched all disbursements and verified the bank balances as at the close of the fiscal year.

The stocks and bonds in the custody of the Trust Department of the New England Trust Company were counted by the Auditing Committee and the schedules of the securities, examined by them, were then submitted to me and found to agree with those called for by the books.

I hereby certify that the accompanying statements covering the Institution, Howe Memorial Press Fund, and Kindergarten, correctly set forth the income and expenditures for the fiscal year ending August 31, 1928.

Respectfully submitted,

JOHN MONTGOMERY,
Certified Public Accountant.

INSTITUTION.

BALANCE SHEET, AUGUST 31, 1928.

Assets.

Liabilities.

General account	\$424,783 77
Funds: —	
Special	\$89,668 77
Permanent	501,887 11
General	1,634,110 43
	<hr/>
Unexpended income, special funds	2,225,666 31
Gifts for clock and organ	16,810 24
Vouchers payable	39 00
Accounts payable	2,300 89
	584 56
Total	<hr/> \$2,670,184 77

TREASURER'S CONDENSED INCOME ACCOUNT, YEAR ENDING AUGUST 31, 1928.

Rent net income	\$18,268 15
Interest and dividends, general purposes	80,360 01
Interest and dividends, special funds	4,857 54
Annuities and trusts	1,371 48
Tuition and board, Massachusetts	\$49,780 00
Tuition and board, others	26,939 53
	<hr/>
Total	76,719 53
Less special fund income to special fund accounts	\$181,576 71
Treasurer's miscellaneous expenses	2,296 04
Repairs on account of faulty construction	2,311 07
	<hr/>
Net income	9,464 65
Net charge to Director	<hr/> \$172,112 06
	140,502 36
Balance of income	<hr/> \$31,609 70

DIRECTOR'S CONDENSED EXPENSE ACCOUNT, YEAR ENDING AUGUST 31, 1928.

Administration: —	
Salaries and wages	\$8,991 77
Other expenses	821 19
	<hr/> \$9,812 96
Maintenance and operation of plant: —	
Salaries and wages	\$33,211 51
Other expenses: —	
Provisions	\$16,326 90
Light, heat and power	10,209 49
Household furnishings and supplies	2,409 24
Insurance and water	2,224 98
Repairs	4,131 62
Publicity	1,651 18
Field workers	296 93
Extraordinary expense	455 51
Loss on bad debts	221 00
Depreciation on furniture, household equipment, tools, etc.	2,537 02
Depreciation on buildings, Watertown	13,702 96
Net loss Works department	1,352 28
Miscellaneous	568 11
	<hr/> 56,087 22
	<hr/> 89,298 73
Instruction and school supplies: —	
Salaries and wages	\$40,442 39
Other expenses	1,441 23
	<hr/> 41,883 62
Total	<hr/> \$140,995 31
Less net income, Tuning department	492 95
Net charge to Director	<hr/> \$140,502 36

	<i>Income Special Funds.</i>
On hand September 1, 1927	\$16,643 47
Add income 1927-1928	4,857 54
 Total	 <hr/>
Distributed	\$21,501 01
	4,690 77
 Unexpended income August 31, 1928	 <hr/>
	\$16,810 24

WORKS DEPARTMENT.

BALANCE SHEET, AUGUST 31, 1928.

	<i>Assets.</i>
Cash	\$473 96
Accounts receivable	5,697 10
Merchandise inventory	7,527 14
Furniture, tools and equipment	4,774 20
 Total	 <hr/>
	\$18,472 40

	<i>Liabilities.</i>
Main office	\$19,824 68
Less — net loss	1,352 28
 Total	 <hr/>
	\$18,472 40

PROFIT AND LOSS, AUGUST 31, 1928.

	<i>Revenue.</i>
Sales	\$46,996 50
 <i>Expenditures.</i>	
Materials used	\$12,861 49
Salaries and wages	28,042 99
General expenses	6,115 61
Auto expense	490 04
 Total expenditures	 <hr/>
	47,510 13
 Loss	 <hr/>
Add: —	\$513 63
Difference in inventory of tools and equipment	\$549 67
Loss on bad accounts	296 98
 Total	 <hr/>
Less bad debt recoveries	\$846 65 8 00
	<hr/>
Net loss for the year ending August 31, 1928	838 65
	<hr/>
	\$1,352 28

INSTITUTION FUNDS.

Special funds: —	
Robert C. Billings (for deaf, dumb and blind)	\$4,000 00
John D. Fisher (Scholarship)	5,230 00
Joseph B. Glover (for blind and deaf)	5,000 00
Harris Fund (Outdoor Relief)	26,667 00
Maria Kemble Oliver (Concert Tickets)	15,000 00
Prescott (Scholarship)	12,891 45
Elizabeth P. Putnam (Higher Education)	1,000 00
Richard M. Saltonstall (use Trustees)	3,000 00
A. Shuman (Clothing)	1,000 00
Thomas Stringer (care of T. S., etc.)	15,880 32
	<hr/>
	\$89,668 77
 Amount carried forward	 <hr/>
	\$89,668 77

Amount brought forward \$89,668 77

Permanent funds: —

George Baird	. . . . .	\$12,895 21
Charles Tidd Baker	. . . . .	11,251 10
Charlotte Billings	. . . . .	40,507 00
Frank W. Boles	. . . . .	72,000 00
Stoddard Capen	. . . . .	13,770 00
Marks I. Cohen (Jewish children)	. . . . .	100 00
Jennie M. Colby, in memory of	. . . . .	100 00
Ella Newman Curtis Fund	. . . . .	2,000 00
Stephen Fairbanks	. . . . .	10,000 00
David H. Fanning	. . . . .	5,010 56
Harris Fund (General Purposes)	. . . . .	53,333 00
Harriet S. Hazeltine Fund	. . . . .	5,000 00
Benjamin Humphrey	. . . . .	25,000 00
Prentiss M. Kent	. . . . .	2,500 00
Kate M. Morse Fund	. . . . .	5,000 00
Jonathan E. Pecker	. . . . .	950 00
Richard Perkins	. . . . .	20,000 00
Henry L. Pierce	. . . . .	20,000 00
Mrs. Marilla L. Pitts, in memory of	. . . . .	5,000 00
Frederick W. Prescott, Endowment	. . . . .	25,338 95
Frank Davison Rust Memorial	. . . . .	4,000 00
Samuel E. Sawyer	. . . . .	2,174 77
Charles Frederick Smith	. . . . .	8,663 00
Timothy Smith	. . . . .	2,000 00
Mary Lowell Stone Fund	. . . . .	4,000 00
George W. Thym	. . . . .	5,054 66
Alfred T. Turner	. . . . .	1,000 00
Levina B. Urbino	. . . . .	500 00
William Varnum Fund	. . . . .	126,744 86
Ann White Vose	. . . . .	12,994 00
Charles L. Young	. . . . .	5,000 00

501,887 11

General funds: —

Charlotte H. Andrews	. . . . .	\$15,169 87
Ellen S. Bacon	. . . . .	5,000 00
Elizabeth B. Bailey	. . . . .	3,000 00
Eleanor J. W. Baker	. . . . .	2,500 00
Calvin W. Barker	. . . . .	1,859 32
Lucy B. Barker	. . . . .	5,953 21
Francis Bartlett	. . . . .	2,500 00
Elizabeth Howard Bartol	. . . . .	5,000 00
Mary Bartol	. . . . .	300 00
Thompson Baxter	. . . . .	322 50
Robert C. Billings	. . . . .	25,000 00
Susan A. Blaisdell	. . . . .	5,832 66
Dehon Blake	. . . . .	500 00
William T. Bolton	. . . . .	555 22
George W. Boyd	. . . . .	5,000 00
Caroline E. Boyden	. . . . .	1,930 39
J. Putnam Bradlee	. . . . .	268,391 24
Charlotte A. Bradstreet	. . . . .	23,273 49
Ellen F. Bragg	. . . . .	7,808 03
Lucy S. Brewer	. . . . .	10,215 36
J. Edward Brown	. . . . .	100,000 00
Maria A. Burnham	. . . . .	10,000 00
T. O. H. P. Burnham	. . . . .	5,000 00
Abbie Y. Burr	. . . . .	200 00
Annie E. Caldwell	. . . . .	4,000 00
Emma C. Campbell	. . . . .	1,000 00
Edward F. Cate	. . . . .	5,000 00
Robert R. Centro, in memory of	. . . . .	10,000 00
Fanny Channing	. . . . .	2,000 00
Mary F. Cheever	. . . . .	200 00
Ann Eliza Colburn	. . . . .	5,000 00
Susan J. Conant	. . . . .	500 00
William A. Copeland	. . . . .	1,000 00
Louise F. Crane	. . . . .	5,000 00
W. Murray Crane	. . . . .	10,000 00
Harriet Otis Cruft	. . . . .	6,000 00
David Cummings	. . . . .	7,723 07
Chastine L. Cushing	. . . . .	500 00

Amounts carried forward \$563,234 36 \$591,555 88

Amounts brought forward \$563,234 36 \$591,555 88

General funds — *Continued.*

I. W. Danforth	2,500 00
Charles L. Davis	1,000 00
Susan L. Davis	1,500 00
Joseph Descalzo	1,000 00
Elsie C. Disher	163,250 07
John H. Dix	10,000 00
Alice J. H. Dwinell	200 00
Mary E. Eaton	5,000 00
Martha S. Ensign	2,505 48
Orient H. Eustis	500 00
Sarah M. Farr	64,247 43
Mortimer C. Ferris Memorial	1,000 00
Thomas B. Fitzpatrick	1,000 00
John Forrest	1,000 00
Ann Maria Fosdick	13,733 79
Nancy H. Fosdick	3,937 21
Sarah E. Foster	200 00
Mary Helen Freeman	1,000 00
Cornelia Anne French	10,000 00
Martha A. French	164 40
Ephraim L. Frothingham	1,825 97
Jessie P. Fuller	200 00
Thomas Gaffield	6,685 38
Albert Glover	1,000 00
Joseph B. Glover	5,000 00
Benjamin H. Goldsmith	9,375 00
Charlotte L. Goodnow	6,471 23
Charles G. Green	39,328 65
Mary Louise Greenleaf	199,189 94
Ellen Hammond	1,000 00
Hattie S. Hathaway	500 00
Jerusha F. Hathaway	5,000 00
Charles H. Hayden	27,461 01
John C. Haynes	1,000 00
Joseph H. Heywood	500 00
Ira Hiland	3,893 37
George A. Hill	100 00
Margaret A. Holden	3,708 32
Charles Sylvester Hutchinson	2,156 00
Eliza J. Kean	38,166 52
Ernestine M. Kettle	10,000 00
Lulu S. Kimball	10,000 00
Lydia F. Knowles	50 00
Catherine M. Lamson	6,000 00
Susan M. Lane	815 71
E. E. Linderholm	505 56
William Litchfield	7,951 48
Mary I. Locke	8,361 89
Hannah W. Loring	9,500 00
Adolph S. Lundin	100 00
Susan B. Lyman	4,809 78
Stephen W. Marston	5,000 00
William H. Maynard	20,163 34
Charles Merriam	1,000 00
Joseph F. Noera	2,000 00
Emily C. O'Shea	1,000 00
Sarah Irene Parker	699 41
William Prentiss Parker	2,500 00
George Francis Parkman	50,000 00
Grace Parkman	500 00
Philip G. Peabody	1,200 00
Elizabeth W. Perkins	2,000 00
Edward D. Peters	500 00
Sarah E. Pratt	2,988 34
Grace E. Reed	5,054 25
Matilda B. Richardson	300 00
Julia M. Roby	500 00
Mary L. Ruggles	3,000 00
Marian Russell	5,000 00
Nancy E. Rust	2,640 00
Joseph Scholfield	2,500 00

Amounts carried forward

\$1,366,173 89 \$591,555 88

<i>Amounts brought forward</i>	\$1,366,173 89	\$591,555 88
<i>General funds — Concluded.</i>		
Sarah E. Seabury	3,116 01	
Richard Black Sewell	25,000 00	
Margaret A. Simpson	968 57	
Esther W. Smith	5,000 00	
The Maria Spear Bequest for the Blind	15,000 00	
Henry F. Spencer	1,000 00	
Cora N. T. Stearns	50,000 00	
Lucretia J. Stochr	2,967 26	
Joseph C. Storey	5,000 00	
Sophronia S. Sunbury	365 19	
Mary F. Swift	1,391 00	
William Taylor	893 36	
Joanna C. Thompson	1,000 00	
William Timlin	7,820 00	
Alice W. Torrey	71,560 00	
Mary Wilson Tucker	481 11	
George B. Upton	10,000 00	
Charles A. Vialle	1,990 00	
Abbie T. Vose	1,000 00	
Nancie S. Vose	300 00	
Horace W. Wadleigh	2,000 00	
Joseph K. Wait	3,000 00	
Harriet Ware	1,952 02	
Charles F. Webber	11,500 00	
Allena F. Warren	2,828 33	
William H. Warren	4,073 17	
Mary Ann P. Weld	2,000 00	
Adelia C. Williams	1,000 00	
Oliver M. Wentworth	300 00	
Cordelia H. Wheeler	800 00	
Opha J. Wheeler	3,086 77	
Samuel Brenton Whitney	1,000 00	
Mehitable C. C. Wilson	543 70	
Thomas T. Wyman	20,000 05	
Fanny Young	8,000 00	
William D. Young	1,000 00	
	<hr/>	<hr/>
		1,634,110 43
	<hr/>	<hr/>
		\$2,225,666 31

HOWE MEMORIAL PRESS FUND.

BALANCE SHEET, AUGUST 31, 1928.

Assets.

<i>Equipment and supplies:</i> —		
Printing plant	\$699 67	
Machinery	2,710 39	
Printing inventory	9,914 54	
Appliances inventory	7,626 14	
Embossing inventory	526 46	
Stationery, etc., inventory	1,323 07	
	<hr/>	<hr/>
<i>Investments:</i> —		
Stocks and bonds	187,351 48	
Accounts receivable	1,049 88	
Cash on hand	2,151 81	
Total	\$213,353 44	

Liabilities.

<i>General account</i>			\$189,042 36
<i>Funds:</i> —			
Special	\$7,000 00		
Permanent	5,000 00		
General	11,990 00		
	<hr/>	<hr/>	<hr/>
<i>Vouchers payable</i>			23,990 00
Total			321 08
	<hr/>	<hr/>	<hr/>
			\$213,353 44

TREASURER'S CONDENSED INCOME ACCOUNT, YEAR ENDING AUGUST 31, 1928.

Interest and dividends, general purposes	\$13,736	12
Interest and dividends, special funds	604	42
Total	\$14,340	54
Less Treasurer's expenses	65	00
Net income	\$14,275	54
Net charge to Director	13,627	24
Balance of income	\$648	30

DIRECTOR'S CONDENSED EXPENSE ACCOUNT, YEAR ENDING AUGUST 31, 1928.

Maintenance and operation of plant:—		
Embossing	\$2,735	16
Printing	6,502	96
Appliances	7,268	57
Stationery	629	80
Library	2,491	34
Depreciation on machinery and equipment	379	44
Salaries	2,167	63
Miscellaneous	401	07
	\$22,575	97
Less:—		
Discounts	\$20	87
Sale of appliances	6,675	86
Sale of books, music, etc.	2,200	68
Bad debts recovered	51	32
	8,948	73
Net charge to Director	\$13,627	24

HOWE MEMORIAL PRESS FUNDS.

Special funds:—		
Harriet S. Hazeltine (printing raised characters)	\$2,000	00
Deacon Stephen Stickney Fund (books, maps and charts)	5,000	00
		\$7,000 00
Permanent fund:—		
J. Pauline Schenkl		5,000 00
General funds:—		
Beggs Fund	\$700	00
Joseph H. Center	1,000	00
Augusta Wells	10,290	00
		11,990 00
		\$23,990 00

KINDERGARTEN.

BALANCE SHEET, AUGUST 31, 1928.

Assets.		
Plant:—		
Real estate, Watertown		\$431,231 31
Equipment:—		
Furniture and household	\$9,475	31
Tools, etc.	1,851	89
Music department	1,500	00
		12,827 20
Investments:—		
Real estate	\$376,940	77
Stocks and bonds	1,396,784	59
Mortgage loan	40,000	00
		1,813,725 36
Inventory of provisions and supplies		3,282 57
Accounts receivable		535 45
Loan receivable		500 00
Cash on hand		5,733 84
Total		\$2,267,835 73

	<i>Liabilities.</i>	
General account		\$487,430 92
Funds: —		
Special	\$24,131 85	
Permanent	204,682 88	
General	1,533,300 99	
	<u> </u>	
Unexpended income, special funds	1,762,115 72	
Vouchers payable	5,173 12	
Accounts payable	3,896 56	
	<u> </u>	
Total	9,219 41	
	<u> </u>	
	\$2,267,835 73	

TREASURER'S CONDENSED INCOME ACCOUNT, YEAR ENDING AUGUST 31, 1928.

Rent net income	\$25,359 67
Interest and dividends, general purposes	82,168 02
Interest and dividends, special funds	1,475 42
Tuition and board, Massachusetts	\$27,630 00
Tuition and board, others	12,360 00
	<u> </u>
Total	39,990 00
	<u> </u>
Less special fund income to special fund accounts	\$148,993 11
Treasurer's miscellaneous expenses	1,236 04
Repairs on account of faulty construction	2,140 13
	<u> </u>
Net income	4,851 59
Net charge to Director	\$144,141 52
	<u> </u>
Balance of income	131,326 55
	<u> </u>
	\$12,814 97

DIRECTOR'S CONDENSED EXPENSE ACCOUNT, YEAR ENDING AUGUST 31, 1928.

Administration: —		
Salaries and wages	\$8,835 46	
Other expenses	236 43	
	<u> </u>	
Maintenance and operation of plant: —		
Salaries and wages	\$32,012 40	
Other expenses: —		
Provisions	\$15,801 30	
Light, heat and power	9,401 66	
Tuition and board	16,179 53	
Household furnishings and supplies	2,974 65	
Depreciation on furniture, household equipment, tools, etc.	1,328 75	
Depreciation on buildings, Watertown	10,815 47	
Insurance and water	2,513 07	
Repairs	2,365 68	
Publicity	745 18	
Field workers	248 21	
Extraordinary expense	275 96	
Loss on bad accounts	160 30	
Miscellaneous	3,979 16	
	<u> </u>	
Instruction and school supplies: —		
Salaries and wages	\$22,657 00	
Other expenses	796 34	
	<u> </u>	
Net charge to Director	23,453 34	
	<u> </u>	
	\$131,326 55	

	<i>Income Special Funds.</i>	
On hand September 1, 1927		\$4,229 95
Income 1927-1928		1,475 42
	<u> </u>	
Total		\$5,705 37
Distributed		532 25
	<u> </u>	
Unexpended income August 31, 1928		\$5,173 12

KINDERGARTEN FUNDS.

Special funds: —

Charles Wells Cook (Scholarship)	\$5,000 00
Helen Atkins Edmonds Memorial (Scholarship)	5,000 00
Glover Fund (Albert Glover, Blind deaf mutes)	1,054 00
Ira Hiland	1,000 00
Emmeline Morse Lane (Books)	1,000 00
Leonard and Jerusha Hyde Room	4,000 00
Lucy H. Stratton (Anagnos Cottage)	7,077 75
	\$24,131 75

Permanent funds: —

Charles Tidd Baker	\$16,875 30
William Leonard Benedict, Jr., Memorial	1,000 00
Samuel A. Borden	4,675 00
A. A. C., in Memoriam	500 00
Helen G. Coburn	9,980 10
M. Jane Wellington Danforth Fund	10,000 00
Caroline T. Downes	12,950 00
Charles H. Draper	23,934 13
Eliza J. Bell Draper Fund	1,500 00
George R. Emerson	5,000 00
Mary Eveleth	1,000 00
Eugenia F. Farnham	1,015 00
Susan W. Farwell	500 00
John Foster	5,000 00
The Luther & Mary Gilbert Fund	8,541 77
Albert Glover	1,000 00
Mrs. Jerome Jones Fund	9,935 95
Charles Larned	5,000 00
George F. Parkman	3,500 00
Catherine P. Perkins	10,000 00
Frank Davison Rust Memorial	15,600 00
Caroline O. Seabury	1,000 00
Phoebe Hill Simpson	3,446 11
Eliza Sturgis Fund	21,729 52
Abby K. Sweetser	25,000 00
Hannah R. Sweetser Fund	5,000 00
Levina B. Urbino	500 00
May Rosevear White	500 00
	204,682 88

General funds: —

Emilie Albee	\$150 00
Lydia A. Allen	748 38
Michael Anagnos	3,000 00
Harriet T. Andrew	5,000 00
Martha B. Angell	34,200 79
Mrs. William Appleton	18,000 00
Elizabeth H. Bailey	500 00
Eleanor J. W. Baker	2,500 00
Ellen M. Baker	13,053 48
Mary D. Balfour	100 00
Mary D. Barrett	1,000 00
Nancy Bartlett Fund	500 00
Sidney Bartlett	10,000 00
Emma M. Bass	1,000 00
Thompson Baxter	322 50
Robert C. Billings	10,000 00
Sarah Bradford	100 00
Helen C. Bradlee	140,000 00
J. Putnam Bradlee	168,391 24
Charlotte A. Bradstreet	13,576 19
Ellen F. Bragg	7,808 04
Lucy S. Brewer	2,791 18
Sarah Crocker Brewster	500 00
Ellen Sophie Brown	1,000 00
Rebecca W. Brown	8,007 80
Harriet Tilden Browne	2,000 00
Katherine E. Bullard	2,500 00
Annie E. Caldwell	5,000 00
John W. Carter	500 00
Kate H. Chamberlin	5,715 07
Adeline M. Chapin	400 00
Benjamin P. Cheney	5,000 00
Fanny C. Coburn	424 06

Amounts carried forward \$463,788 73 \$228,814 73

Amounts brought forward \$463,788 73 \$228,814 73

General funds — *Continued.*

Charles H. Colburn	1,000 00
Helen Collamore	5,000 00
Anna T. Coolidge	53,873 38
Mrs. Edward Cordis	300 00
Sarah Silver Cox	5,000 00
Susan T. Crosby	100 00
Margaret K. Cummings	5,000 00
James H. Danforth	1,000 00
Catherine L. Donnison Memorial	1,000 00
George E. Downes	3,000 00
Amanda E. Dwight	6,295 00
Lucy A. Dwight	4,000 00
Mary B. Emmons	1,000 00
Mary E. Emerson	1,000 00
Arthur F. Estabrook	2,000 00
Ida F. Estabrook	2,114 00
Orient H. Eustis	500 00
Annie Louisa Fay Memorial	1,000 00
Sarah M. Fay	15,000 00
Charlotte M. Fiske	5,000 00
Ann Maria Fosdick	13,733 79
Nancy H. Fosdick	3,937 21
Elizabeth W. Gay	7,931 00
Ellen M. Gifford	5,000 00
Joseph B. Glover	5,000 00
Matilda Goddard	300 00
Maria L. Gray	200 00
Caroline H. Greene	1,000 00
Mary L. Greenleaf	5,157 75
Josephine S. Hall	3,000 00
Olive E. Hayden	4,622 45
Allen Haskell	500 00
Jane H. Hodges	300 00
Margaret A. Holden	2,360 67
Marion D. Hollingsworth	1,000 00
Frances H. Hood	100 00
Abigail W. Howe	1,000 00
Martha R. Hunt	10,000 00
Ezra S. Jackson	688 67
Caroline E. Jenks	100 00
Ellen M. Jones	500 00
Hannah W. Kendall	2,515 38
Clara B. Kimball	10,000 00
David P. Kimball	5,000 00
Moses Kimball	1,000 00
Ann E. Lambert	700 00
Jean Munroe Le Brun	1,000 00
Willard H. Lethbridge	28,179 41
William Litchfield	6,800 00
Mary Ann Locke	5,874 00
Robert W. Lord	1,000 00
Elisha T. Loring	5,000 00
Sophia N. Low	1,000 00
Thomas Mack	1,000 00
Augustus D. Manson	8,134 00
Calanthe E. Marsh	19,411 95
Sarah L. Marsh	1,000 00
Waldo Marsh	500 00
Annie B. Matthews	15,000 00
Rebecca S. Melvin	23,545 55
Georgina Merrill	4,773 80
Louise Chandler Moulton	10,000 00
Maria Murdock	1,000 00
Mary Abbie Newell	5,903 65
Margaret S. Otis	1,000 00
Jeannie Warren Paine	1,000 00
Anna R. Palfrey	50 00
Sarah Irene Parker	699 41
Helen M. Parsons	500 00
Edward D. Peters	500 00
Henry M. Peyer	5,678 25

Amounts carried forward \$811,168 05 \$228,814 73

<i>Amounts brought forward</i>		\$811,168 05	\$228,814 73
General funds — <i>Concluded.</i>			
Mary J. Phipps	.	2,000 00	
Caroline S. Pickman	.	1,000 00	
Katherine C. Pierce	.	5,000 00	
Helen A. Porter	.	50 00	
Sarah E. Potter Endowment	.	425,014 44	
Francis L. Pratt	.	100 00	
Mary S. C. Reed	.	5,000 00	
Jane Roberts	.	93,025 55	
John M. Rodocanachi	.	2,250 00	
Dorothy Roffe	.	500 00	
Rhoda Rogers	.	500 00	
Mrs. Benjamin S. Rotch	.	8,500 00	
Edith Rotch	.	10,000 00	
Rebecca Salisbury	.	200 00	
J. Pauline Schenkl	.	5,000 00	
Joseph Scholfield	.	3,000 00	
Eliza B. Seymour	.	5,000 00	
Esther W. Smith	.	5,000 00	
Annie E. Snow	.	9,903 27	
Adelaide Standish	.	5,000 00	
Elizabeth G. Stuart	.	2,000 00	
Benjamin Sweetzer	.	2,000 00	
Harriet Taber Fund	.	622 81	
Sarah W. Taber	.	1,000 00	
Mary L. Talbot	.	630 00	
Cornelia V. R. Thayer	.	10,000 00	
Delia D. Thorndike	.	5,000 00	
Elizabeth L. Tilton	.	300 00	
Betsey B. Tolman	.	500 00	
Transcript, ten dollar fund	.	5,666 95	
Mary Wilson Tucker	.	481 11	
Mary B. Turner	.	7,582 90	
Royal W. Turner	.	24,082 00	
Minnie H. Underhill	.	1,000 00	
Charles A. Vialle	.	1,990 00	
Rebecca P. Wainwright	.	1,000 00	
George W. Wales	.	5,000 00	
Maria W. Wales	.	20,000 00	
Mrs. Charles E. Ware	.	4,000 00	
Rebecca B. Warren	.	5,000 00	
Jennie A. (Shaw) Waterhouse	.	565 84	
Mary H. Watson	.	100 00	
Ralph Watson Memorial	.	237 92	
Isabella M. Weld	.	14,795 06	
Mary Whitehead	.	666 00	
Evelyn A. Whitney Fund	.	4,888 00	
Julia A. Whitney	.	100 00	
Sarah W. Whitney	.	150 62	
Betsy S. Wilder	.	500 00	
Hannah Catherine Wiley	.	200 00	
Mary W. Wiley	.	150 00	
Mary Williams	.	5,000 00	
Almira F. Winslow	.	306 80	
Eliza C. Winthrop	.	5,041 67	
Harriet F. Wolcott	.	5,532 00	
		1,533,300 99	
		\$1,762,115 72	

CONTRIBUTIONS FOR THE PERKINS INSTITUTION.

PRESCOTT FUND FOR SCHOLARSHIP EXPENSE.

Through the Ladies' Auxiliary Society, Mrs. Sarah A. Stover, Treasurer:—

Annual subscriptions		\$1,059 50
Donations		1,664 00
Cambridge Branch		39 00
Dorchester Branch		31 00
Lynn Branch		25 50
Milton Branch		29 00
		<hr/>
		\$2,848 00

ANNUAL SUBSCRIPTIONS.

	<i>Amount brought forward</i>	\$313 00	
Adams, Mrs. Waldo for 1927 and 1928	\$10 00		
Atkins, Mrs. Edwin F.	5 00	5 00	
Badger, Mrs. Wallis B.	5 00	25 00	
Balch, Mrs. F. G.	5 00	5 00	
Baldwin, Mrs. J. C. T.	5 00	2 00	
Bangs, Mrs. F. R.	10 00	25 00	
Barnet, Mrs. S. J.	5 00	2 00	
Beal, Mrs. Boylston A.	10 00	5 00	
Boutwell, Mrs. L. B.	5 00	5 00	
Bruerton, Mr. Courtney, in mem- ory of his mother, Mrs. James Bruerton	5 00	2 00	
Carr, Mrs. Samuel, for 1927 and 1928	20 00	3 00	
Carter, Mr. R. B.	5 00	10 00	
Chamberlain, Mrs. M. L.	5 00	10 00	
Chandler, Mrs. Frank W.	5 00	5 00	
Chapin, Mrs. Henry B.	10 00	20 00	
Chapman, Miss E. D.	2 00	2 00	
Clapp, Dr. H. C.	2 00	5 00	
Clark, Mrs. Frederic S.	10 00	10 00	
Cobb, Mrs. Charles K.	5 00	5 00	
Codman, Miss Catherine Amory	10 00	5 00	
Coffin, Mrs. Rockwell A.	5 00	5 00	
Cox, Mrs. Wm. E.	10 00	5 00	
Curtis, Mrs. Horatio G.	10 00	5 00	
Curtis, Miss Mary G.	10 00	1 00	
Cushing, Mrs. H. W.	5 00	2 50	
Cushing, Mrs. J. W.	7 00	25 00	
Cushing, Miss Sarah P.	5 00	10 00	
Cutter, Mrs. Frank W.	1 00	5 00	
Dale, Mrs. Eben	5 00	5 00	
Damon, Mrs. J. L.	5 00	5 00	
Davis, Mrs. Simon	2 00	2 00	
Denny, Mrs. Arthur B.	5 00	5 00	
Derby, Mrs. Hasket	5 00	50 00	
Drost, Mr. Charles A.	10 00	10 00	
Dwight, Mrs. Thomas	1 00	5 00	
Eliot, Mrs. Amyory	5 00	3 00	
Elms, Miss Florence G.	2 00	1 00	
Emerson, Mr. and Mrs. Wm.	25 00	2 00	
Emmons, Mrs. R. W., 2d	50 00	5 00	
Faulkner, Miss Fannie M.	5 00	5 00	
Fearing, Mrs. Wm. B.	1 00	1 00	
<i>Amount carried forward</i>	\$313 00	<i>Amount carried forward</i>	\$630 50

<i>Amount brought forward</i>	\$630 50	<i>Amount brought forward</i>	\$813 50
Olmsted, Mrs. J. C.	5 00	Stearns, Mr. Charles H.	10 00
Orcutt, Mrs. Wm. Dana	1 00	Stevens, Miss Alice B.	5 00
Page, Mrs. Calvin Gates	3 00	Thomson, Mrs. A. C.	5 00
Pecker, Miss Annie J.	10 00	Thorndike, Mrs. Alden A.	5 00
Perkins, Mr. Edward N.	10 00	Thorndike, Mrs. Augustus L.	5 00
Pickert, Mrs. Lehman	2 00	Tileston, Mrs. John B.	5 00
Pickman, Mrs. D. L.	25 00	Ward, The Misses	10 00
Potter, Mrs. Wm. H.	1 00	Ward, Miss Julia A.	5 00
Punchard, Miss Abbie L.	5 00	Ware, Miss Mary Lee	5 00
Putnam, Mrs. J. J.	5 00	Warren, Mrs. Bayard	25 00
Ratshesky, Mrs. I. A.	5 00	Warshauer, Mrs. Isador	1 00
Reed, Mrs. Arthur	2 00	Watson, Mrs. Thomas A.	10 00
Rice, Estate of Nannie R.	50 00	Webster, Mrs. F. G.	25 00
Richardson, Mrs. Frederic L. W.	5 00	Weeks, Mr. Andrew Gray	10 00
Robbins, Mrs. Reginald L.	3 00	Weeks, Mrs. W. B. P.	2 00
Roeth, Mrs. A. G.	1 00	Weld, Mrs. A. W.	5 00
Rogers, Mrs. R. K.	5 00	Weld, Mrs. S. M.	5 00
Rosenbaum, Mrs. Henry	2 00	West, Mrs. Charles A.	5 00
Rosenberg, Mrs. Alexis	1 00	White, Miss Eliza Orne	25 00
Ross, Mrs. Waldo O.	5 00	Whitman, Mrs. Wm., Jr.	25 00
Rowlett, Mrs. Thomas	2 00	Williams, The Misses	25 00
Sargent, Mrs. F. W.	10 00	Williams, Mrs. Arthur	2 00
Shepard, Mr. Thomas H.	5 00	Willson, Miss Lucy	10 00
Sherwin, Mrs. Thomas	5 00	Withington, Miss Anna S.	1 00
Simpkins, Miss Mary W.	5 00	Wolcott, Mrs. Roger	5 00
Stackpole, Mrs. F. D.	5 00	Young, Mrs. Benjamin L.	10 00
Stackpole, Miss Roxana	5 00		
<i>Amount carried forward</i>	\$813 50		\$1,059 50

DONATIONS.

	<i>Amount brought forward</i>	\$663 00	
Adams, Mrs. Charles H.	\$5 00	Gray, Mrs. John Chipman	25 00
Adams, Mr. George	2 00	Greenough, Mrs. Henry V.	25 00
Allen, Mr. Edward E.	24 00	Guild, Mrs. S. Eliot	10 00
Anonymous, a friend	15 00	Harris, Miss Frances K.	2 00
Anonymous, a friend	15 00	Hatch, Mrs. Fred W.	5 00
Anonymous, a friend	25 00	Hersey, Mrs. A. H.	5 00
Amory, Mrs. Wm.	5 00	Hobein, Mrs. Maud M.	1 00
Bailey, Mrs. Hollis R.	5 00	Houghton, Miss Elizabeth G.	10 00
Barnes, Mr. Joel M.	10 00	Hubbard, Mrs. Eliot	10 00
Bartol, Mrs. John W.	10 00	Hunnewell, Mrs. Arthur	10 00
Bayley, Mrs. M. R.	10 00	Hutchins, Mrs. C. F.	5 00
Baylies, Mrs. Walter Cabot	10 00	Hyneman, Mrs. Louis	2 00
Bicknell, Mrs. Wm. J.	5 00	In memory of Mrs. Harriet L.	
Bigelow, Mrs. Henry M.	3 00	Thayer, through Mrs. Hannah	
Bigelow, Mrs. J. S.	5 00	T. Brown	5 00
Blake, Mrs. Arthur W.	5 00	Johnson, Mrs. Herbert S.	10 00
Bond, Mrs. Charles H.	5 00	Josselyn, Mrs. A. S.	5 00
Bowditch, Dr. Vincent Y.	2 00	Joy, Mrs. Charles H.	10 00
Brewer, Mrs. D. C.	5 00	Keene, Mrs. Jarvis B.	5 00
Bullens, Miss Charlotte L.	2 00	Koshland, Mrs. Joseph	10 00
C.	10 00	Lamson, Mrs. J. A.	5 00
Carpenter, Mrs. George A.	5 00	Lawrence, Mrs. John	25 00
Carter, Mrs. John W.	10 00	"E. L."	10 00
Chaffin, Mrs. Sarah S.	4 00	Lee, Mrs. George	5 00
Clark, Mrs. Robert Farley	5 00	Leland, Miss Ella A.	10 00
Clerk, Mrs. Wm. F.	3 00	Lothrop, Mrs. W. S. H.	10 00
Conant, Mr. Edward D.	10 00	McKee, Mrs. Wm. L.	5 00
Cotton, Miss Elizabeth A.	200 00	Merriam, Mrs. Frank	10 00
Cutler, Mrs. C. F.	10 00	Merriman, Mrs. Daniel	5 00
Daland, Mrs. Tucker	10 00	Mills, Mrs. Dexter T.	5 00
Edgar, Mrs. Charles L.	10 00	Morse, Dr. Henry Lee	5 00
Ernst, Mrs. H. C.	10 00	Mortimore, Mr. W. D.	10 00
F.	20 00	Morss, Mrs. Everett	5 00
Ferrin, Mr. and Mrs. F. M.	10 00	Nathan, Mrs. Jacob	2 00
Frary, Mrs. A. C.	5 00	Nazro, Mrs. F. H.	2 00
Gage, Mrs. Homer	75 00		
Grandgent, Prof. Charles H.	3 00		
<i>Amount carried forward</i>	\$663 00	<i>Amount carried forward</i>	\$932 00

<i>Amount brought forward</i>	\$932 00	<i>Amount brought forward</i>	\$1,413 00
North, Mrs. F. O.	5 00	Sprague, Mrs. Charles	1 00
Parker, Miss Eleanor S.	10 00	St. John, Mrs. C. Henry, in memory of her mother, Mrs. Isaac H. Russell	5 00
Perry, Mrs. C. F.	3 00	Stearns, Mr. Wm. B.	2 00
Pfaelzer, Mrs. F. T.	10 00	Stone, Mrs. Edwin P.	10 00
Pratt, Mrs. Elliott W.	5 00	Stone, Mr. J. K.	5 00
Prince, Mrs. Morton	10 00	Strauss, Mrs. Louis	5 00
Reed, Mrs. John H.	2 00	Talbot, Mrs. Thomas Palmer	1 00
Rice, Mrs. Wm. B.	20 00	Thayer, Mrs. Ezra Ripley	10 00
Richards, Miss Alice A.	10 00	Thayer, Mrs. Wm. G.	10 00
Richardson, Dr. Wm. L.	250 00	Thorndike, Mrs. Augustus	25 00
Riley, Mr. Charles E.	25 00	Tuckerman, Mrs. Charles S.	2 00
Ripley, Mr. F. H.	2 00	Traiser, Mrs. Fannie J.	5 00
Robbins, Mrs. Royal	10 00	Vickery, Mrs. Herman F.	50 00
Rosenbaum, Mrs. Louis	5 00	Wadsworth, Mrs. A. F.	10 00
Rust, Mrs. Wm. A.	5 00	Walker, Mrs. W. H.	10 00
S., a friend	10 00	Warner, Mrs. F. H.	10 00
Sanger, Mr. Sabin P.	10 00	Wheelwright, Miss Mary C.	10 00
Saunders, Mrs. D. E.	2 00	Whitwell, Mrs. F. A.	5 00
Sears, Mr. Herbert M.	25 00	Williams, Mrs. C. A.	5 00
Sears, Mrs. Knyvet W.	25 00	Willson, Miss Lucy B.	10 00
Sears, Mrs. Richard	20 00	Windram, Mrs. W. T.	50 00
Sias, Miss Martha G.	5 00	Ziegel, Mr. Louis	10 00
Slattery, Mrs. Wm.	2 00		
Spalding, Miss Dora N.	10 00		
<i>Amount carried forward</i>	\$1,413 00		\$1,664 00

CAMBRIDGE BRANCH.

	<i>Amount brought forward</i>	\$30 00
Boggs, Mrs. Edwin P.	\$2 00	
Emery, Miss Octavia B.	5 00	
Frothingham, Miss Sarah E.	2 00	
Goodale, Mrs. George L.	1 00	
Howard, Mrs. A. A.	5 00	
Kennedy, Mrs. F. L.	5 00	
Kettell, Mrs. Charles W.	10 00	
<i>Amount carried forward</i>	\$30 00	
		\$39 00

DORCHESTER BRANCH.

	<i>Amount brought forward</i>	\$17 00
Bennett, Miss M. M., donation	\$1 00	
Callender, Miss Caroline S.	5 00	
Cushing, Miss Sarah T.	2 00	
Faunce, Miss Eliza H., in memory of her mother, Mrs. Sewall A. Faunce	3 00	
Hall, Mrs. Henry, donation	1 00	
Humphreys, Mrs. Richard C.	2 00	
Jordan, Miss Ruth A.	2 00	
Nash, Mrs. Edward W.	1 00	
<i>Amount carried forward</i>	\$17 00	
		\$31 00

LYNN BRANCH.

	<i>Amount brought forward</i>	\$15 50
Caldwell, Mrs. Ellen F.	\$1 00	
Chase, Mrs. Philip A.	5 00	
Earp, Miss Emily A.	2 00	
Elmer, Mrs. V. J.	5 00	
Page, Miss E. D.	2 50	
<i>Amount carried forward</i>	\$15 50	
		\$25 50

MILTON BRANCH.

Cunningham, Mrs. C. L.	\$4 00	Amount brought forward	\$19 00
Forbes, Mrs. J. Murray	3 00		
Jaques, Miss Helen	10 00	Rivers, Mrs. G. R. R.	5 00
Klous, Mrs. H. D.	2 00	Ware, Mrs. Arthur L.	5 00
<i>Amount carried forward</i>	\$19 00		\$29 00

All contributors to the fund are respectfully requested to peruse the above list, and to report either to ALBERT THORNDIKE, Treasurer, No. 19 Congress Street, Boston, or to the Director, EDWARD E. ALLEN, Watertown, any omissions or inaccuracies which they may find in it.

ALBERT THORNDIKE,
Treasurer.

No. 19 CONGRESS STREET, BOSTON.

FORM OF BEQUEST.

I hereby give, devise and bequeath to the PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND, a corporation duly organized and existing under the laws of the Commonwealth of Massachusetts, the sum of dollars (\$), the same to be applied to the general uses and purposes of said corporation under the direction of its Board of Trustees; and I do hereby direct that the receipt of the Treasurer for the time being of said corporation shall be a sufficient discharge to my executors for the same.

.....

FORM OF DEVISE OF REAL ESTATE.

I give, devise and bequeath to the PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND, a corporation duly organized and existing under the laws of the Commonwealth of Massachusetts, that certain tract of real estate bounded and described as follows: —

(Here describe the real estate accurately)

with full power to sell, mortgage and convey the same free of all trusts.

.....

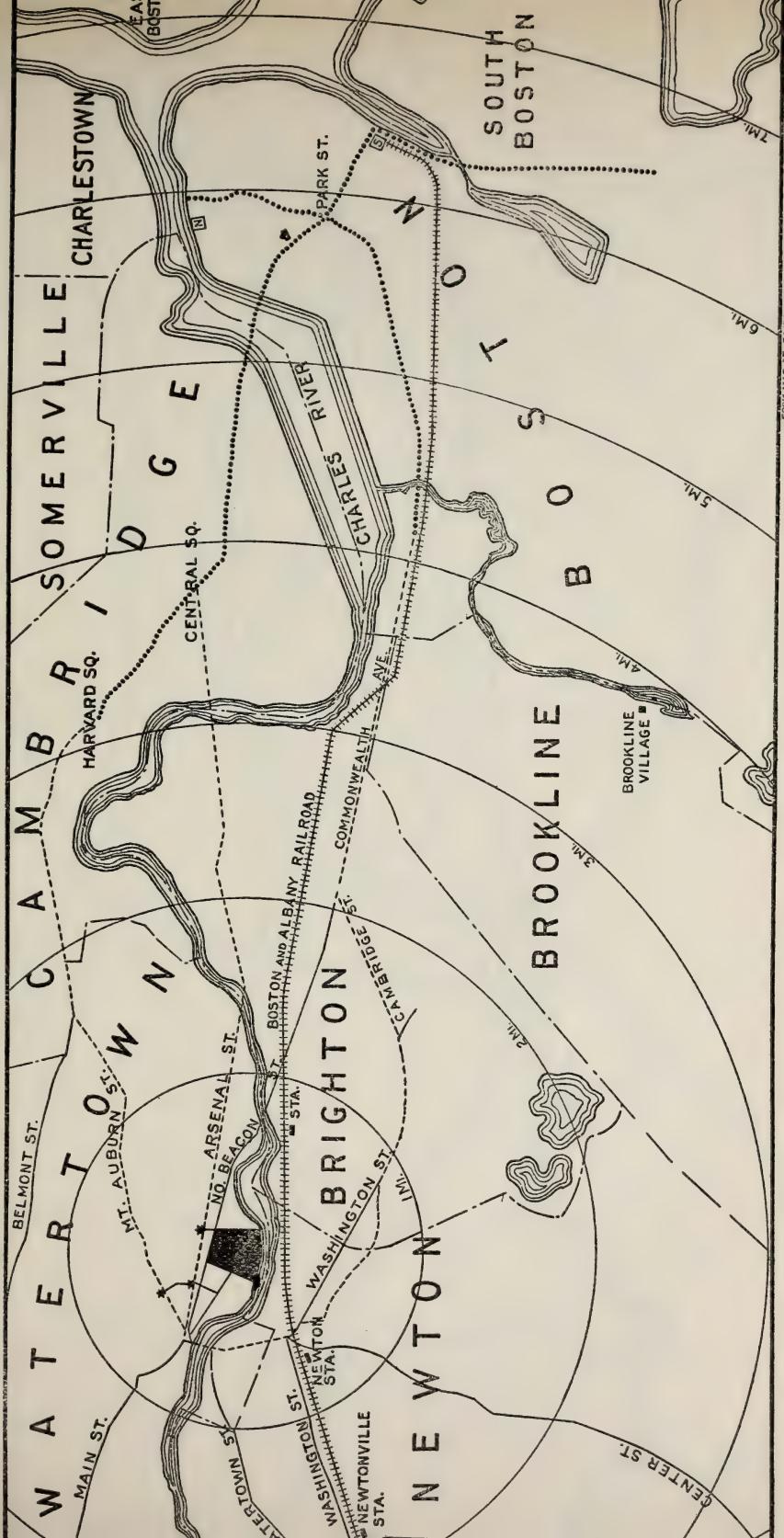
NOTICE.

The address of the treasurer of the corporation is as follows:

ALBERT THORNDIKE,
No. 19 Congress Street,
Boston.

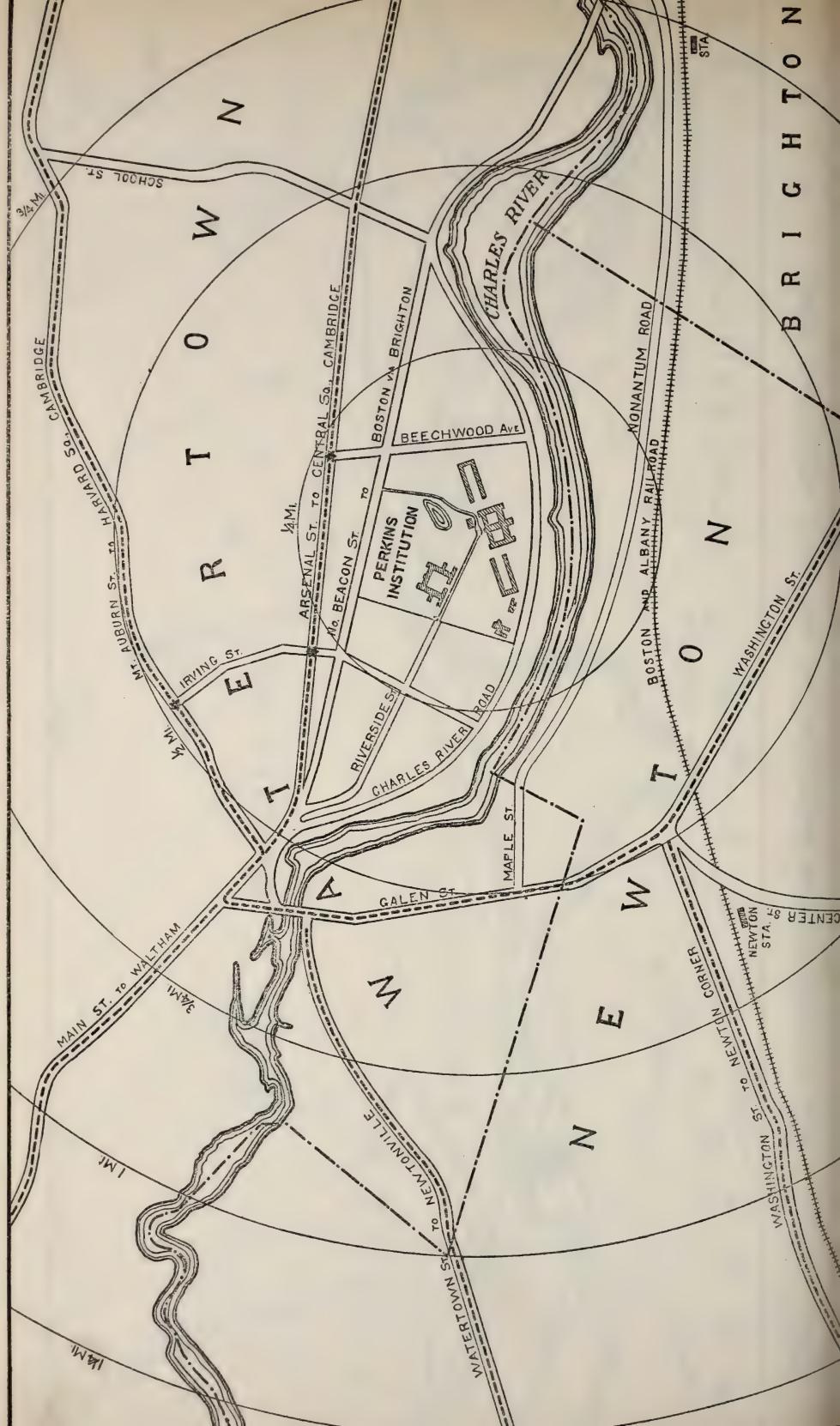
CAR SHOPS.
--- CAR LINES.
... SUBWAYS.

HOW TO REACH PERKINS INSTITUTION FOR THE BLIND, WATERTOWN, MASS.



• CAR STOPS.
—CAR LINES.

ENVIRONMENT OF PERKINS INSTITUTION FOR THE BLIND, WATERTOWN, MASS.





**Perkins Institution
And Massachusetts School
For the Blind**



***NINETY-EIGHTH ANNUAL REPORT
OF THE TRUSTEES***

1929



BOSTON * * * * * 1930
WRIGHT & POTTER PRINTING CO.

Louis Braille

THIS summer of 1929 blind people and their friends have loyally celebrated in Paris the centenary of the birth of Braille's system.

What is the significance of this event? And who and what really was Louis Braille?

For forty years before 1829, or from the first printing in relief, and for many more than forty years afterwards in most countries, the alphabet given by the seeing to the blind to read was some form of embossed Roman letter. It never proved wholly satisfactory anywhere. Books or no books, the classroom instruction in literature or music remained chiefly oral. Any tangible writing as a fruitful mode of expression was impossible. But with the introduction of Braille's alphabet of points in arbitrary combination the era of educating the blind, as we understand it today, began. Every pupil both could and did learn to read it and to write it. It was of universal application: to any alphabetic language, longhand or shorthand, to mathematics and to music. As a system it was and is adequate to all these purposes and, wherever sympathetically used, was and is immediately and wholly satisfactory. Great lending libraries of books and music have come to exist in it. More than any other single lever it has served to lift the educational status of blind people.

Louis Braille, blinded by accident at the age of three years, became first a pupil and then a teacher at the National Institution for Blind Youth, Paris, which was the parent of all such schools. He was kindly, quiet, generous, judicial, persistent, forceful, keen. And he was musical and practical and withal precocious. At the early age of twenty years he had worked out his alphabetic system, boldly addressing it to the finger only, not at all to the eye; and he had supplied a slate to write it on. He later extended it to music. The whole world of educated blind people uses it today, practically as he left it.

His companions in blindness loved and revered him who had lived but to serve them and their cause. His successors in France have seized every opportunity publicly to honor his memory. For next to Valentin Haüy himself, their apostle and father, they consider Louis Braille to have been their greatest benefactor.

EDWARD E. ALLEN.

OFFICERS OF THE CORPORATION.

1929-1930.

FRANCIS HENRY APPLETON, *President.*
WILLIAM L. RICHARDSON, *Vice-President.*
ALBERT THORNDIKE, *Treasurer.*
EDWARD E. ALLEN, *Secretary.*

BOARD OF TRUSTEES.

WILLIAM ENDICOTT.	REV. GEORGE P. O'CONOR. ¹
PAUL E. FITZPATRICK.	MISS MARIA PURDON. ¹
G. PEABODY GARDNER, JR.	MRS. GEORGE T. PUTNAM.
ROBERT H. HALLOWELL.	WILLIAM L. RICHARDSON, M.D. ¹
HENRY HORNBLOWER.	LEVERETT SALTONSTALL.
RALPH LOWELL.	REV. HENRY K. SHERRILL. ¹

STANDING COMMITTEES.

Monthly Visiting Committee,

whose duty it is to visit and inspect the Institution at least once in each month.

1930.

January	HENRY HORNBLOWER.
February	MRS. GEORGE T. PUTNAM.
March	ROBERT H. HALLOWELL.
April	RALPH LOWELL.
May	MISS MARIA PURDON.
June	GEORGE P. O'CONOR.

1930.

July	PAUL E. FITZPATRICK.
September	G. PEABODY GARDNER, JR.
October	WILLIAM L. RICHARDSON.
November	LEVERETT SALTONSTALL.
December	WILLIAM ENDICOTT.

Executive Committee.

FRANCIS HENRY APPLETON, *President, ex officio.*
ALBERT THORNDIKE, *Treasurer, ex officio.*
EDWARD E. ALLEN, *Secretary, ex officio.*
ROBERT H. HALLOWELL.
MISS MARIA PURDON.
RALPH LOWELL.
HENRY HORNBLOWER.

Finance Committee.

ALBERT THORNDIKE, *Treasurer, ex officio.*
WILLIAM ENDICOTT.
ROBERT H. HALLOWELL.
G. PEABODY GARDNER, JR.

¹ Appointed by the Governor of the Commonwealth.

OFFICERS OF ADMINISTRATION AND TEACHERS.

EDWARD E. ALLEN, *Director.*

TEACHERS AND OFFICERS OF THE UPPER SCHOOL. LITERARY DEPARTMENT.

Boys' Section.

FRANCIS M. ANDREWS, JR.
Miss CAROLINE E. McMASTER.
CHESTER A. GIBSON.
PAUL L. NEAL.
Miss LIZZIE R. KINSMAN.
MISS CLARA L. PRATT.
MISS FLEDA CHAMBERLAIN.
MISS CLAUDIA POTTER.

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MISS HAZEL M. ALLEN.
MISS GENEVIEVE M. HAVEN.
MISS MARY H. FERGUSON.
MISS MARION A. WOODWORTH.
MISS JULIA E. BURNHAM.
MISS GERTRUDE S. HARLOW.
MISS GRACE M. HILL.

Teacher of Practical Housekeeping.

MISS SARAH B. MOODY.

DEPARTMENT OF "SPECIAL METHODS."

MISS JESSICA L. LANGWORTHY.

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MISS LENNA D. SWINERTON.

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EDWIN L. GARDINER.

MISS HELEN M. ABBOTT.
MISS MARY E. BURBECK.
JOHN F. HARTWELL.

MISS LOUISE SEYMOUR.
MISS BLANCHE A. BARDIN.
MISS ELEANOR W. THAYER.
MISS MABEL A. STARBIRD, *Voice.*
MISS EDITH M. MATTHEWS, *Voice.*

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WILFRED J. KING.
MISS MARY B. KNOWLTON, *Sloyd.*
MISS MARY E. NELSON.

Girls' Section.

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MISS M. ELIZABETH ROBBINS.
MISS MARIAN E. CHAMBERLAIN.
MISS KATHRYN A. BARNEY, *Substitute.*
MISS ALTHEA R. H. PEDLAR.

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ELWYN H. FOWLER, *Manager and Instructor.*

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 Miss FLORENCE J. WORTH, Assistant.
 Miss ANNA GARDNER FISH, Secretary.
 Miss BERTHE E. SANGELEER, Assistant.

Miss HELEN SHAW, Bookkeeper.
 Miss HENRIETTA DAILEY, Assistant.
 Miss MATTIE M. BURNELL, Treasurer.
for the Ladies' Auxiliary Society.

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FREDERICK A. FLANDERS, *Superintendent.*

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 HENRY HAWKINS, M.D., *Ophthalmologist.*
 HAROLD B. CHANDLER, M.D., *Ophthalmologist.*
 ARTHUR WILLARD FAIRBANKS, M.D., *Pediatrician.*
 DR. FRANK R. OBER, *Orthopedic Surgeon.*
 HOWARD ARTHUR LANE, D.M.D., *Attending Dentist for the Institution.*
 REINHOLD RUELBERG, D.M.D., *Attending Dentist for the Kindergarten.*
 Miss ELLA L. LOOMER, R.N., *Attending Nurse.*

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WALTER S. GOSS, *Steward.*

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Bridgman Cottage.
 MRS. M. CARRIE CANN,
Tompkins Cottage.
 MRS. LOUISE M. SAURMAN,
Moulton Cottage.
 MRS. MARIE C. FREDERICK,
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 MISS KATHERINE M. LOWE,
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 MRS. RUTH E. GEER,
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 MRS. MINNIE D. HUTTON,
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Mrs. MARTHA A. TITUS, *Printer.* | Miss MARY L. TULLY, *Printer.*

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 Miss EVA C. ROBBINS, *Clerk.*

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KINDERGARTEN.

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Miss FEODORE M. NICHOLLS, *Teacher.*
Miss SADIE TURNER, *Teacher.*

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Miss ETHEL M. GOODWIN, *Assistant.*
Miss W. R. HUMBERT, *Kindergartner.*
Miss SUSAN E. MORSE, *Teacher.*
Miss RHODA B. FINKELSTEIN, *Teacher.*
Miss RUTH HENDRICK, *Teacher.*

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Miss MARGARET MCKENZIE, *Teacher of Manual Training.*
Miss LENNA D. SWINERTON, *Teacher of Corrective Gymnastics.*
Miss CHARLOTTE A. HEALEY, *Assistant in Corrective Gymnastics.*
Mrs. CORA L. GLEASON, *Home Visitor.*

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Miss GRACE F. FARRINGTON, *Teacher.*

Miss MARY A. LERMOND, *Teacher.*
Miss MINNIE C. TUCKER, *Music Teacher.*
Miss ROSALIND L. HOUGHTON, *Sloyd.*

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Mrs. CARRIE C. ROGERS, *Assistant.*
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Miss ESTHER J. JOHNSON, *Teacher.*

Miss MARGARET MILLER, *Teacher.*
Miss NAOMI K. GRING, *Music Teacher.*
Miss SHARLIE M. CHANDLER, *Sloyd.*

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SARA M. STINCHFIELD, Ph.D., *Visiting Specialist in Corrective Speech.*
Miss THEODORA B. REEVE, *Assistant in Psychology.*
Miss SINA V. FLADELAND, *Assistant in Corrective Speech.*

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Miss ANNA ROSENBAUM, *Clerk.*

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Miss ANNIE C. WARREN, *Vice-President.*
Miss ELLEN BULLARD, *Secretary.*

Mrs. GEORGE H. MONKS	: } January.	Miss ELEANOR S. PARKER	: June.
Mrs. ALGERNON COOLIDGE	: February.	Mrs. JOHN CHIPMAN GRAY	: September.
Mrs. HAROLD J. COOLIDGE	: March.	Mrs. GEORGE T. PUTNAM	: October.
Mrs. HENRY H. SPRAGUE	: April.	Miss BERTHA VAUGHAN	: November.
Mrs. ROGER MERRIMAN	: May.	Mrs. E. PREBLE MOTLEY	: December.
Miss MARIA PURDON			
Mrs. RONALD T. LYMAN			
Miss ANNIE C. WARREN			

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Mrs. MAUD HOWE ELLIOTT.
Mrs. LARZ ANDERSON.

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Adams, Karl, Boston.
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Allen, Mrs. Edward E., Watertown.
Amory, Robert, Boston.
Amory, Roger, Boston.
Anderson, Mrs. Larz, Brookline.
Angier, Mrs. George, Newton.
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Appleton, Francis Henry, Jr., Boston.
Appleton, Mrs. Francis Henry, Jr., Boston.
Appleton, Dr. William, Boston.
Bacon, Gaspar G., Jamaica Plain.
Ballantine, Arthur A., Boston.
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Bartlett, Miss Mary F., Boston.
Barton, George Sumner, Worcester.
Baylies, Walter C., Boston.
Baylies, Mrs. Walter C., Boston.
Beach, Rev. David N., Belmont.
Beatley, Prof. Ralph, Cambridge.
Blake, Fordyce T., Worcester.
Blunt, Col. S. E., Springfield.
Boardman, Mrs. E. A., Boston.
Bowditch, Ingersoll, Boston.
Brooke, Rev. S. W., London.
Brooks, Gorham, Boston.
Bryant, Mrs. Wallace, Boston.
Bullard, Miss Ellen, Boston.
Bullock, Chandler, Worcester.
Burditt, Miss Alice A., Boston.
Burnham, Miss Julia E., Lowell.
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Cabot, Mrs. Thomas H., Boston.
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Camp, Rev. Edward C., Watertown.
Carter, Mrs. J. W., West Newton.
Clifford, John H., New Bedford.
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Conant, Edward D., Newton.
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Coolidge, Francis L., Boston.
Coolidge, Mrs. Harold J., Boston.
Coolidge, William A., Manchester.
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Crane, Zenas M., Pittsfield.
Crapo, Henry H., New Bedford.
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Crowninshield, Francis B., Boston.
Cunningham, Mrs. Henry V., Boston.
Curtis, Charles P., Jr., Boston.
Curtis, Mrs. Horatio G., Boston.
Curtis, James F., Boston.
Curtis, Louis, Jr., Boston.
Curtis, Richard C., Boston.
Cutler, George C., Jr., Boston.
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Dexter, Miss Rose L., Boston.
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Elliott, Mrs. Maude Howe, Newport.
Ellis, George H., Boston.
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Endicott, William, Boston.
Endicott, William C., Boston.
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Fay, Mrs. Henry H., Boston.
Fay, Miss Sarah B., Boston.
Fay, Thomas J., Boston.
Fenno, Mrs. L. C., Boston.
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Fuller, Mrs. Samuel R., Boston.
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Gale, Lyman W., Boston.
Gardiner, Robert H., Jr., Needham.
Gardner, George P., Boston.
Gardner, G. Peabody, Jr., Brookline.
Gaskill, George A., Worcester.
Gaskins, Frederick A., Milton.
Gaylord, Emerson G., Chicopee.
Geer, Mrs. Danforth, Jr., Shorthills, N. J.
George, Charles H., Providence, R. I.
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Gleason, Sidney, Medford.
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Gray, Roland, Boston.
Grew, Edward W., Boston.
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Higginson, Mrs. Henry L., Boston.
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Hill, Dr. A. S., Somerville.
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Homans, Robert, Boston.
Howe, Henry S., Brookline.
Howe, James C., Milton.
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Hunnewell, Walter, Jr., Boston.
Hutchins, Mrs. C. F., Boston.
Iasigi, Miss Mary V., Boston.
Ingraham, Mrs. E. T., Wellesley.
Isdahl, Mrs. C. B., California.
Johnson, Arthur S., Boston.
Johnson, Rev. H. S., Boston.
Joy, Mrs. Charles H., Boston.
Kidder, Mrs. Henry P., Boston.
Kilham, Miss Annie M., Beverly.
Kimball, Edward P., North Andover.
King, Mrs. Tarrant Putnam, Milton.
Lamb, Mrs. Annie L., Boston.
Lang, Mrs. B. J., Boston.
Latimer, Mrs. Grace D., Boston.
Lawrence, Mrs. A. A., Boston.
Lawrence, John Silsbee, Boston.
Lawrence, Rt. Rev. Wm., Boston.
Lawrence, Rev. Wm. A., Providence.
Ley, Harold A., Springfield.
Lincoln, Mrs. George C., Worcester.
Lincoln, L. J. B., Hingham.
Lincoln, Waldo, Worcester.
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Logan, Hon. James, Worcester.
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Lovering, Mrs. C. T., Boston.
Lovering, Richard S., Boston.
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Lowell, James Arnold, Boston.
Lowell, James H., Boston.
Lowell, Miss Lucy, Boston.
Lowell, Ralph, Boston.
Luce, Hon. Robert, Waltham.
Lyman, Mrs. Ronald T., Boston.
MacPhie, Mrs. E. I., West Newton.
Macurdy, William T., Watertown.
Marrett, Miss H. M., Standish, Me.
Mason, Mrs. Charles E., Boston.
Mason, Charles F., Watertown.
Mason, Miss Ellen F., Boston.
McElwain, R. Franklin, Holyoke.
Merriman, Mrs. D., Boston.
Merriman, Mrs. Roger B., Cambridge.
Merritt, Edward P., Boston.
Meyer, Mrs. G. von L., Boston.
Minot, the Misses, Boston.
Minot, James J., Jr., Boston.
Minot, J. Grafton, Boston.
Minot, William, Boston.
Monks, Mrs. George H., Boston.
Montagu, Mrs. H. B., Kelton, England.
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Morgan, Mrs. Eustis P., Saco, Me.
Morison, Samuel Eliot, Cambridge.
Motley, Edward, Nahant.
Motley, Mrs. E. Preble, Boston.
Motley, Warren, Boston.
Norcross, Grenville H., Boston.
Norton, Miss Elizabeth G., Boston.
O'Conor, Rev. Geo. P., Boston.
Osgood, Mrs. E. L., Hopedale.
Parker, Miss Eleanor S., Boston.
Parker, W. Stanley, Boston.
Parkman, Henry, Jr., Boston.
Partridge, Fred F., Holyoke.
Peabody, Rev. Endicott, Groton.
Peabody, Frederick W., Boston.
Peabody, Harold, Boston.
Peabody, Philip G., Boston.
Peabody, W. Rodman, Boston.
Pickman, D. L., Boston.
Pickman, Mrs. D. L., Boston.
Pierce, Mrs. M. V., Milton.
Plunkett, W. B., Adams.
Pope, Mrs. A. A., Boston.
Poullson, Miss Emilie, Boston.
Powers, Mrs. H. H., Newton.
Pratt, George Dwight, Springfield.
Prescott, Oliver, New Bedford.
Proctor, James H., Boston.
Purdon, Miss Maria, Boston.
Putnam, F. Delano, Boston.
Putnam, Mrs. George T., Dedham.
Putnam, Mrs. James J., Boston.
Rantoul, Neal, Boston.
Read, Mrs. Robert M., Medford.
Rice, John C., Boston.
Richards, Mrs. H., Gardiner, Me.
Richards, Henry H., Groton.
Richardson, John, Jr., Readville.
Richardson, Mrs. John, Jr., Readville.
Richardson, Mrs. M. G., New York.
Richardson, W. L., M.D., Boston.
Riley, Charles E., Boston.
Roberts, Mrs. A. W., Newton Centre.
Robinson, George F., Watertown.
Rogers, Miss Flora E., New York.
Rogers, Henry M., Boston.
Russell, Otis T., Boston.
Russell, Wm. Eustis, Boston.
Saltonstall, Leverett, Chestnut Hill.
Saltonstall, Mrs. Leverett, Chestnut Hill.
Sargent, Miss Alice, Brookline.
Schaff, Capt. Morris, Cambridge.
Shattuck, Henry Lee, Boston.
Shaw, Bartlett M., Watertown.
Shepard, Harvey N., Boston.
Sherrill, Rev. Henry K., Boston.
Slater, Mrs. H. N., Boston.
Sozier, Miss Emily L., Boston.
Stafford, Rev. Russell Henry, Boston.
Stearns, Charles H., Brookline.
Stearns, Wm. B., Boston.
Sturgis, R. Clipston, Boston.
Thayer, Charles M., Worcester.
Thayer, John E., South Lancaster.
Thayer, Mrs. Nathaniel, Boston.
Thomas, Mrs. John B., Boston.
Thorndike, Albert, Boston.

Thorndike, Miss Rosanna D., Boston.
Tiff, Eliphalet T., Springfield.
Tilden, Miss Alice Foster, Milton.
Tilden, Miss Edith S., Milton.
Tufts, John F., Watertown.
Underwood, Herbert S., Boston.
Van Norden, Mrs. Grace C., Pittsfield.
Ware, Miss Mary L., Boston.
Warren, Miss Annie C., Boston.
Warren, Bayard, Boston.
Warren, Bentley W., Williamstown.
Washburn, Mrs. Frederick A., Boston.
Waters, H. Goodman, Springfield.
Watson, Thomas A., Boston.
Watson, Mrs. Thomas A., Boston.
Wendell, William G., Boston.

West, George S., Boston.
Wheelock, Miss Lucy, Boston.
White, George A., Boston.
Whittall, Matthew P., Worcester.
Wiggins, Charles, 2d, Dedham.
Wilder, Charles P., Worcester.
Winsor, Mrs. E., Chestnut Hill.
Winsor, Robert, Jr., Boston.
Winthrop, Mrs. Thomas L., Boston.
Wolcott, Roger, Boston.
Wright, Burton H., Worcester.
Wright, George R., Watertown.
Wright, George S., Watertown.
Young, Mrs. Benjamin L., Boston.
Young, B. Loring, Weston.

SYNOPSIS OF THE PROCEEDINGS OF THE ANNUAL MEETING OF THE CORPORATION.

WATERTOWN, November 6, 1929.

The annual meeting of the corporation, duly summoned, was held today at the institution, and was called to order by the president, Hon. Francis Henry Appleton, at 3 P.M.

The proceedings of the last meeting were read and approved.

The annual report of the trustees was accepted and ordered to be printed, with the addition of other matters of general interest to the work.

The report of the Treasurer was accepted and ordered on file, together with the certificate of the Certified Public Accountant.

Voted, That acts and expenditures, made and authorized by the Board of Trustees, or by any committee appointed by said Board of Trustees, during the last corporate year, be and are hereby ratified and confirmed.

The corporation then proceeded to ballot for officers for the ensuing year, and the following persons were unanimously elected:—

President. — Hon. Francis Henry Appleton.

Vice-President. — William L. Richardson.

Treasurer. — Albert Thorndike.

Secretary. — Edward E. Allen.

Trustees. — William Endicott, Paul E. Fitzpatrick, G. Peabody Gardner, Jr., Robert H. Hallowell, Ralph Lowell, Mrs. George T. Putnam and Leverett Saltonstall.

The President appointed, and the meeting confirmed, John Montgomery, Certified Public Accountant, auditor of the accounts of the institution.

Voted, That hereafter the auditor of the accounts of the institution is authorized to accept as correct, the certificate of the New England Trust Company as to what securities it holds for the account of the Institution.

The following persons were elected to membership in the corporation:
— George Sumner Barton, Fordyce T. Blake, William A. Coolidge, Edward Motley, Charles E. Riley, Matthew P. Whittall, Charles P. Wilder and George R. Wright.

Voted, To accept with regret the resignation of Miss Edith M. Howes of Brookline, from membership in the corporation, on account of her inability to attend the meetings.

The Secretary told of several new lines of activity at the school, of additional publicity and of recent extensions of service,— all of which pointed to a growing recognition by the community of our educational status.

The meeting then adjourned.

EDWARD E. ALLEN,
Secretary.

REPORT OF THE TRUSTEES.

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND,
WATERTOWN, November 6, 1929.

LADIES AND GENTLEMEN:—When in 1912 we brought together at Watertown our South Boston and Jamaica Plain schools, it was to provide safer and better accommodations for all hands indoors and out, but not room for more pupils. We believed that what with the advance of prevention of blindness, then well started here among children, Perkins Institution would not grow in numbers with the increase of the New England population. It has not done so. And we have never been quite full. Indeed, when year before last we closed the academic year with 16 empty beds at our lower school we supposed that the inevitable decline had begun. But alas, no; we ended our last year with fewer vacancies. Vermont, for example, had increased its appropriation for its blind and was sending us additional pupils; more were coming from outside New England and we had begun to admit children somewhat under six years, our previous lower age limit. These last were found for us either by the agent of the State Division of the Blind or by our home visitor.

A second reason for our not growing in pupilage, with the increase in population, is the multiplication of centers in the public schools of what are termed sight-saving classes. Formerly many such low-visioned children in its field found Perkins Institution to be the only school open to them. Since they are not blind educationally, that is, are able to use their eyes under proper conditions in reading and writing coarse print, so they are usually better off among the seeing than among the

blind. Knowing this we helped start in Boston the year following our removal, the American movement for sight-saving classes; and today there are in Massachusetts 32 such classes accommodating 385 pupils.

Meanwhile, though our pupils have not increased in number, our responsibilities have, both in number and in kind, particularly at the kindergarten. More children than usual under six, more laboring under additional handicaps, some physical, some mental, have required within the last decade a little subdivision of school classes and the employment of additional teachers and helpers. Among these are a second teacher of corrective gymnastics and a first one in corrective speech.

These efforts to meet our growing responsibilities to the community and to our trust, we record as proof that we are alive to the complexity of our problem which, primarily and obviously, is the education of such blind persons as come to us. Wherever obstacles to this end exist it is within our office to try to remove them. While the institution is no hospital for the sick, yet it is its privilege to help put and keep its children in condition to respond to their educational environment, and we have been acting with this understanding.

Direct attention to all the children who need to come to us for school training and socialization being our first duty, our second is an acceptance of an unceasing call to show the public that the very existence of preventable blindness in its midst is its responsibility, and that this responsibility is only partly discharged to its blind children when they have been given educational care and training. Society by providing this training virtually admits that mere charitable care is no longer enough. And yet to stop with the mere development of power in the heavily handicapped is as cruel as it would be in the case of young people in general to whom is open every chance to employ their education for their own and the improvement

of the body politic. Blind people, hating the merely emotional attentions as they do, crave similar opportunities to put their powers to work; but they seldom get them. For the old myth of mistrust persists: most people do not believe in the capacity of blind people to become contributors and producers. So we who know that many of them are thus competent are continually demonstrating this potential competency to hosts of visitors to the institution. To many others we exhibit in moving picture the diversified activities of the pupils at school. We also seek proper publicity for them through the distribution of special literature, radio broadcasting, lectures and the press.

A third major activity is now a systematic attempt to lift our work into educational recognition. To assert that we are not merely a charitable institution carries little conviction so long as public opinion gives us that status. A visiting headmaster from the institution in Berlin declares that in Prussia teachers of the blind receive higher salaries than teachers of the seeing, and properly so, because two additional years of special, on top of general, normal training have been required of them. Now in our country less preparation rather than more is demanded. And at present more cannot be demanded because our work is so far from being a profession that there is yet, even after nearly 100 years, little call for teachers specially trained in advance of employment. Latterly for a few seasons The Peabody College for Teachers was induced by the superintendent of the Tennessee institution to better this situation through offering summer courses on the education of the blind to teachers in service, and it conducted courses accordingly for six years. The Graduate School of Education of Harvard University has been and is still offering a systematic half-year course in this subject with our director, Mr. Allen, as lecturer; and in the eight years of its existence 102 students have taken the course and received

credit for it, of whom 66 made immediate practical use of their training. Most of these came from states outside of New England and not a few even from abroad. These latter are instructing the blind in their countries. Two others were teachers on leave from their schools in Pennsylvania and Minnesota; 20 took the course while in service with us; and 8 other of our present staff were first employed after the training. Of the rest only 13 are teaching the blind somewhere else. Which means that only gradually are our efforts getting practical recognition elsewhere in the United States than at Watertown. Even so our prime object is still the betterment of the general cause. Obviously the chief service so far has been to our own school. We can say that Perkins is fast becoming a school all of whose teachers will have a professional attitude towards their work. Indeed, visitors who perceive what all this is meaning locally have declared this teacher training to be second to no other recent advance in our Massachusetts field of the blind. Doubtless, too, the many home-returning student teachers from afar have diffused as never before what we like to call the Perkins spirit of service to our people. The chief of the Japanese Department of Special Instruction, the heads of the Tokyo and Porto Rican schools, with two assistants of the latter, the secretary of the Colombian school at Bogotá, two assistant instructors in the Cuban school, one teacher of the Near East refugee school at Athens and the island of Syra, and one at the Hawaiian school,—all spent a year in special training at Watertown. This fall a young German Ph.D. has come here to pursue his specialty, the psychology of blindness. Is it surprising that we have had ours added to the educational institutions listed at Washington as open to foreign students? But our influence is spreading abroad through pupils also; one each has come to us from China, Panama, Hawaii, Greece and Bermuda.

Mr. Allen found this last one at Hamilton whence he was admitted into our country through the exertions of the American Consul. In fact, most of our foreign students and pupils have been found through friends of our director, who were either residing or traveling abroad.

We are pleased, too, with the promises of the Experimental School which, for the past year and a half, the American Foundation for the Blind and our kindergarten have jointly been carrying on at Watertown. The condensed descriptive account of it, which Mr. Allen gave before last summer's convention of the A. A. W. B. and which appears farther on in this yearbook, tells its story to date.

From the opening of the Perkins kindergarten at Jamaica Plain, back in 1887, the teachers of that department throughout its quarter century there, have striven to waken in their little people a loving first-hand acquaintance with their natural surroundings. The nine acres of grounds furnished quite a field in themselves, but the adjacent park, pond and arboretum added much more. Today at Watertown we live within a large diversified old estate bordering on parkway and river and have our own pond and trees and gardens; but lacking, as we did, some of the Jamaica Plain facilities for nature study we have planted to regain and even to add to them:— many varieties of fruit and nut trees and of sweet smelling flowers and shrubs. The thicket that now encloses the pond has become a bird sanctuary. This pond furnishes water lilies and cat-tails and frog life, and bears geese and duck families. Naturally we have not cultivated cats but rather dogs; and we own a farm horse and have hens in three locations all the year round and chickens every spring. Last spring and this fall, at the urgent request of a teacher, we added a pen of two little pigs, and have learned that as educational

material for boys pigs are about as serviceable as hens and much less care.

The several lower school grade teachers still conduct regular and sympathetic nature walks about the grounds; and we regard such communion invaluable for teacher and taught alike; but it is not making the most of the opportunities at hand. Last season the supervisor of the joint experimental school had the expert volunteer aid of a former instructor of Girl Scouts, Mrs. Dorothy Dean Sheldon, to try out modern, progressive means and methods of motivating nature study applicable to our children. Through her we have added to our considerable supply of museum material and have even conveyed groups of the children for further expert lessons to the Children's Museum at Jamaica Plain.

For some years an upper school grade teacher, who liked nature and had made some preparation to teach it, carried on field-nature study with groups of boys and of girls. Winters she instructed them mostly by means of the specimens from our cabinet collection, which resembles in variety and number the object-teaching material of German and Austrian schools for the blind. Last season the present girls' nature instructor tried out a fresh laboratory plan for out-of-doors. She gradually labeled in both braille and script about 100 trees and shrubs and held her pupils responsible both for discovering each one marked and for learning its characteristics so as to be able to name it even among the many duplicates which have no label. Her method so begot interest that groups of her girls were often seen in free time, even before breakfast, examining the vegetation as none of our pupils had ever done before, and gathering leaves and other specimens to take into class for intimate study. Individual girls who were not in the classes took up the same pursuits. Thus, a decided awakening of nature study has come to Perkins this year.

When in 1912 we brought our two schools to Watertown we left behind at South Boston our works department. For many reasons the old location seemed the best one for it. Dr. Howe had opened it there back in 1850, since when it has run continuously as a small shop by way of demonstrating to the local public one way by which the comparatively expensive training of blind people becomes economically justifiable. Meanwhile these people and their neighbors had become mutually adjusted. It is traditional in sundry Boston families that the proper place to have hair mattresses renovated or made is at the Perkins Institution workshop. And this with other regular patronage has served to keep us and our purposes in the public eye. While we have had a city salesroom for the shop almost from the beginning, it has been only since 1900, when we removed this into the Back Bay and limited our output to mattress and feather work as profitable trades, and to chair reseating as an occupation, that the business came regularly to meet expenses under conditions of no taxes and small rental for salesroom. But the ancient shop building itself, while conveniently compact, was one which in fire hazard alone is so far behind the times that we have ourselves condemned it and are now erecting a modern structure at the old site. The new will not change its policies, which have satisfied all parties, or employ more blind people, but will house them more safely and besides will allow adequate room for the appliance manufacturing department of the Howe Memorial Press, which the manager of the shop also manages, and for the home of the *Weekly News*, the braille magazine of which a Perkins graduate is editor and manager. We expect to occupy these new quarters early in 1930.

The above are some of the ideals obtaining at Watertown and South Boston. The year's routine at both places went

on much as usual, though a reading of the notes farther along in this pamphlet will indicate that at no time during the year is life at the school found monotonous. The atmosphere there at any time savors little of the institutional. This means that we like the plan of group living and schooling, which we were at great pains to provide, and rejoice that the spirit of the place keeps fresh and invigorating, and makes alike for happiness and progress in the socialization of the pupils. Music is naturally a great factor with us, not only collectively as at morning "prayers" and during the concert periods, but also between-whiles, distributively in the cottages where small group singing is encouraged. So, too, is dancing which the boys confine to occasional self-conducted socials in the central assembly hall, whereas, except upon occasion, the girls prefer to dance any evening as the spirit moves small parties of them, each in its own family living room.

Reading for pleasure goes on, too, perhaps as vigorously as is feasible, considering the large requirements of school work. Even so, while some read too much most read too little and fail to fix, while young, the habit which of all others can become to them most enjoyable and leisure-satisfying throughout life. We hail with satisfaction, therefore, the motivation of silent reading for pleasure which is being stressed in new ways at the lower school and which we hope will grow in more and more pupils into a habit to last throughout life.

The Howe Memorial Press Fund which Mr. Anagnos started in 1877 and which now amounts to \$216,507.16, he wisely and with vision made somewhat inclusive in scope, so that by its means books and literature of any sort that is usable for or by the blind may be either made or purchased; also appliances that have been or may be utilized by or in behalf of these people. It has, therefore, supplied not only embossed books and tangible apparatus for current use, even

including our aggregation of specimens and other material for object teaching, but also the collections of our historical museum of so-called "blindiana" for the use of students of our subject; that is, the unique special reference library of literature and pictures on blindness and the blind, which Mr. Anagnos began, and the assemblage of special appliances of every readily obtainable old and new sort which Mr. Allen began. Indeed, without these or similar collections at hand it would have been impossible for Mr. Anagnos to write his many historical reports and papers and for Mr. Allen to give at Harvard University his systematic and comprehensive course on the education of the blind.

The library of over 20,000 embossed books, which we have amassed from many sources, if all "in" at one time, would fill an estimated 3,215 feet of shelving. About half of these volumes are usable as school textbooks, the other half is chiefly biography and fiction intended primarily for circulation among the adult blind of New England, which region the library has always served. Now, contrary to current belief, embossed books are fast accumulating both in number and variety. Several large printeries are producing them constantly. Our own library grows by about 300 running feet of shelving annually. In fact, the books increase faster than their readers, a matter which troubles us. So we have tried a fresh means of reaching our public. We have had prepared within the year an article on Finger Reading and its service to people shut in by blindness and have had it published and copied in some score of weekly journals and newspapers throughout New England, and besides have had it radio broadcast. Our object in such publicity was obviously to acquaint present finger readers of the increasing resources on which they can draw, but particularly to encourage non-readers to learn to read and so have at hand that



Perkins Institution

**Christmas parties at the two kindergartens, 1929, — the boys' family in costume
for a play.**



Perkins Institution
Christmas parties in the four cottages of the girls' upper school, three of the groups singing carols, the fourth, costumed for a play, 1929

resource which in the opinion of most adult blind people who have once discovered it furnishes one of their chief diversions. We also wished to touch the harp of gratitude for what has already been provided. (See page 38 of this pamphlet.)

We aim to make school life happy, full, and practically energizing. But all that we do or would do then cannot make up to our people for their deficiency in eyesight. Blindness always tends to classify — to set apart. Society when it has not woefully neglected its blind has treated them for the most part emotionally or vicariously. It does so today. Some of their placement agents, who must struggle and plead to find even for the trained individuals employment that is gainful and self-satisfying, have almost stopped trying during these times of general unemployment. In view of this we commend the success of the placement agent of our State Division and our own in finding summer work for undergraduates, — chiefly for numbers of the girls as mothers' helpers and of the boys as dishwashing helpers in restaurants and camps. That ever more pupils are willing and eager to do this sort of thing shows their teachers to be social educators in that they convince them that any respectable labor is more honorable and satisfying than living on others in idleness and resultant ennui.

For the past three years the boys' and the girls' groups have each had in its midst a fellow pupil who is also deaf. The young man has returned this fall for additional training. The young woman, Helen Schultz, left at the close of school in June, having got that for which she came. She retains speech, is alert, resourceful, talkative and naturally jolly and social. She dances, writes very pretty letters and is altogether an interesting young woman whose presence at Watertown will be missed. Being clever and practical in both handwork and housework and having as she has devoted relatives and friends, she seems destined to have a useful and happy life.

We have received from time to time a few private pay pupils, also an occasional older pupil of promise without actual tuition payment, but for what he can contribute by way of teaching or assisting. This fall we have as young pupils of this sort two boys,—one, the only blind youth our Director found last winter in Bermuda; the other, a refugee Armenian from Greece, whom the Near East Relief brought to our attention.

Again we thank the managers of the New York Institute for the Education of the Blind for inviting and receiving four of our pupils — two boys and two girls — to spend six weeks of last July and August at its summer school. This enterprise is characterized by classwork mornings and conducted visits afternoons, the latter being peculiarly educational to young people who for evident reasons are circumscribed in seeing the world.

In the death of Mrs. Sarah A. Stover, this fall, our last official link with Dr. Howe has been broken. She came to this institution back in 1869 as Miss Sarah A. Clark, and during the intervening 60 years lived a life consecrated to it and its people. She taught Laura Bridgman to sew on the sewing machine. She married a brilliant and successful blind man, musician and piano tuner, and was always the helpmeet such a one needs. He and she were among the several Perkins people who also served the Royal Normal College, in London. After eight years there the Stovers returned to our employ, she, after her husband's death in 1908 serving as assistant in the library and treasurer of the Ladies' Auxiliary Society.

Mrs. Stover was artistic in temperament and yet practical. Whatever of work she undertook she did not only well but beautifully. Her penmanship was faultless. Even her smile cast a benediction. Her last summer among her friends and relatives was a joy to all.

In our last report we printed a brief account of steps leading to the founding of our institution and school, which we con-

sider to have taken place with its incorporation, March 2, 1829; also the statement that we regard Dr. John Dix Fisher to have been its chief founder. We now record that on March 2 last we observed the centenary of our incorporation with appropriate exercises, whose program will be found printed on page 68 of this booklet.

The centenary of the birth of Laura Bridgman will be December 21, 1929. For a short and simple appreciation of what her education means to a thoughtful teacher of the present time we refer the reader to our Miss Jessica Langworthy's review of the latest book on Laura, printed on page 32 of this pamphlet. Let the reader who would delve farther into this subject consult *Archives of Neurology and Psychiatry* for June, 1929, for it contains the results of "A Comparative Sensory Analysis of Helen Keller and Laura Bridgman," in which its author, Prof. Frederick Tilney, M.D., of New York, treats of the bearing of this study on the further development of the human brain. Dr. Tilney states, on page 1263: "Laura Bridgman and Helen Keller, with a small portion of their brains in active commission, have made an intellectual and social adjustment to life which, at the very least, is equal to the average. This must mean that the average brain with all of its parts working develops only a small fraction of its potential power." And on the next page he draws this lesson:¹ "If for the present it [his conclusion as to man's inefficiency] is a matter of reproach, it may for the future be a sign of promise."

On the first of October, 1929, there were registered at Perkins Institution 305 blind persons, just the number listed on the same date of the previous year. This enrolment includes 81 boys and 71 girls in the upper school, 57 boys and 58 girls in the lower school, 16 teachers and officers, and 22 adults in the

¹ For a popular presentation of this lesson, drawn from these two with whose education our school had so much to do, see "The Human Brain, Master of our Destiny," in *The World's Work* for January, 1930.

workshop at South Boston. There have been 55 admitted and as many discharged during the year.

Causes of Blindness of Pupils admitted during the School Year 1928-29. — Accident, 2; Optic atrophy, 9; Congenital defects, 12; Congenital cataracts, 5; Albinism, 1; Interstitial keratitis, 1; Phlyctenular keratitis, 1; Keratitis with leucoma, 1; Chorioretinitis, 1; Retinitis pigmentosa, 1; Detachment of retina, 2; Buphtalmos, 3; Anophthalmos, 1; Glaucoma, 2; Corneal opacities, 2.

DEATH OF MEMBERS OF THE CORPORATION.

GEORGE NIXON BLACK; GEORGE F. BLAKE, Jr.; JOHN TORREY BURNELL; Miss FANNIE M. FAULKNER; Rev. FRANK H. KASSON; DANIEL SIMPSON KNOWLTON; Miss ALICE M. LONGFELLOW; Miss IDA MEANS MASON; Miss FANNY COLBURN OSGOOD; Mrs. MARY CROWINSHIELD PEABODY, widow of KNYVET WINTHROP SEARS; WALTER BRADLEE SNOW; Mrs. RUTH APPLETON, widow of CHARLES SANDERS TUCKERMAN; WILLIAM LYMAN UNDERWOOD.

All which is respectfully submitted by

WILLIAM ENDICOTT,
PAUL E. FITZPATRICK,
G. PEABODY GARDNER, JR.,
ROBERT H. HALLOWELL,
RALPH LOWELL,
GEORGE P. O'CONOR,
MARIA PURDON,
OLIVE W. PUTNAM,
WILLIAM L. RICHARDSON,
LEVERETT SALTONSTALL,
HENRY K. SHERRILL,

Trustees.

PAPERS PRESENTED BY MR. ALLEN AT A CONVENTION OF THE AMERICAN ASSOCIATION OF WORKERS FOR THE BLIND, LAKE WAWASEE, INDIANA, JUNE, 1929.

NEW VOCATIONAL STUDIES AT PERKINS.

Two courses of professional promise to our *work* are: the so-called Harvard course on the Education of the Blind and the Perkins course on Special Methods of teaching blind children and youth. Their joint object is: first, to begin to supply our still misjudged field with professionally prepared workers and teachers; and secondly, to help lift our schools as a whole into educational recognition. The fact that a great university grants such a course the same credit it allows any other towards the Harvard degree of Ed.M. is a factor of tremendous moment. No other university anywhere does it. All honor to Harvard for its broadness of recognition and vision. Behold one new thing under the sun, and one which is most reassuring.

This course being as it is historical and very thorough implants the proper professional background and lends the subject dignity and merit. What with lectures, much required reading, conducted field visits and written themes and reports, it fills full the first half of an academic year. The second half is equally filled by the Perkins course in the theory and practice of classroom teaching. The leader of this latter course is not only an educator of long and successful experience but also a Harvard Ed.M.—Miss Jessica Langworthy. To it and the Harvard course she devotes all her working hours, both in instruction and in tutorial guidance. Her students have considerable actual teaching to do. But perhaps their chief immediate and permanent benefit comes from their close daily contact with the very kind of pupils they will teach; for they too are resident, eating, living and having their playing with them during a whole school year. Lady Campbell, when congratulating me

the other day on our late class of eighteen earnest students, remarked: "They are a fine set of young people who show that they have caught the institution's spirit of consecrated service which, to my mind, is the great contribution the course gives."

Now, briefly, what are the tangible results so far? Of the 102, from at home and abroad, who have completed the Harvard course, 28 had already taught in our field or in that of the semi-sighted and have since continued in the same; obviously with increased efficiency and pay. Thirty-two began teaching the blind after gaining this background. Exactly half of the above 60 are people having little or no eyesight, who, be it understood, either went or returned to positions of employment among blind people. Of the whole 102, 66, including 7 individuals from the present year who have engagements for next fall, have been placed. One is instructor and leader of the course in special methods, 1 heads our experimental school, 1 is principal of the boys' school. One is *directora* and 3 are teaching in the pioneer school in Porto Rico, 2 in that in Cuba, 1 in that in Colombia, S. A., and 1 in that in Hawaii; 1, Mr. Akiba, whom many of you will remember, is now director of the Tokyo School for the Blind, and 1, Mr. Kawamoto, is head of the Japanese Department of Special Education.

Are not these figures an indication that these courses are of nation-wide, nay, also of world-wide, service?

THE EXPERIMENTAL SCHOOL, SOMETIMES CALLED THE DEPARTMENT OF SPECIAL STUDIES.

When Dr. Hayes, head of the departments of psychology at Overbrook and Perkins, said, a few years back, that American schools for blind children are behind the times he meant that their courses and methods of instruction are not changing and improving as those of other kinds of schools are, but are more or less set and fixed in the old grooves. This saying of her old preceptor led Miss Maxfield, who had then left Perkins to become research agent for the American Foundation for the Blind, to propose having an experimental school somewhere. Mr. Irwin, her chief, acquiescing, Perkins was asked if it would

join in such an enterprise, using its lower school of 120 children for the purpose. The result was the opening in February, 1928, at Watertown, of the project whose letterhead reads, DEPARTMENT OF SPECIAL STUDIES under the auspices of Perkins Institution and Massachusetts School for the Blind and American Foundation for the Blind.

The first move had been to find a supervisor, highly trained and conversant with the means, methods and purposes of progressive education. One having been found in the person of Miss Frieda Kiefer, Ph.D., she was employed jointly by the Foundation and Perkins, and sent to Watertown to acquire the necessary background knowledge of blindness and the blind. This she got mainly through living in the institution and taking the Harvard course on the Education of the Blind, and incidentally in marrying Mr. Merry, one of her fellow students in it, himself a blind man.

The articles of agreement between Mr. Irwin and me were that he might propose what was to be done and that I should say what should not be done. This meant that eager as I was to lend the whole lower school, — pupils, teachers, equipment and good will, together with the use of the Howe Memorial Press, to experimentation for the benefit of the cause, I should interdict any proposal which might go contrary to local fundamental principles. So far all has worked smoothly and well.

Within its first year and a half this department of special studies has achieved nothing spectacular, but it has started and carried on experiments in which it has stressed motivating. By motivating is meant what Tom Sawyer succeeded in doing when he persuaded his boy friends that to whitewash for him his aunt's fence was more alluring than to go swimming.

First, then, — motivating finger reading. By means of paper slips bearing whole words in braille, and of the Boston board, a device for holding these slips in any order or series, beginners were taught to read by the word method; and because they could thus build up their own stories as a sort of game they liked it. Meanwhile, one story book after another, 14 in all, of proved attractiveness to boys and girls, were embossed and cleverly introduced to these beginners' attention, as were also books made up of little anecdotes written by the children

themselves and signed with their names. Then self-marking wall charts were set up which bore in braille both the titles of those books and the initials of the children's own names so arranged that each child could indicate with a tack alike to himself and to others every book he had read. Naturally there arose fierce competition to see who should read the most. The teachers claim they never knew before so much to be read so early and so eagerly. The principle of motivating — of getting the children to want to do just the thing the teachers wished, was working to a T.

Mrs. Merry next pitted against each other two groups of beginners in braille writing — the one using the slate and stylus, the other the braillewriter. Her object was to learn which was the better way. The results so far have been inconclusive. Then having noted that given boys persistently misspelled certain words she dictated the list on to a dictaphone cylinder and let these boys play school, listening over and over again, first, to the teacher's voice spelling and syllabifying the words correctly; and secondly, writing them out correctly. This scheme also proved to be helpful, as well it might be.

Various means and methods of nature study were also tried out over a long period with classes by an expert teacher of Girl Scouts, who volunteered to do it. Then as a reward of merit the classes, one after another, were taken in a motor bus to the Children's Museum, some miles away, at Jamaica Plain, and their liking to handle and learn about, for example, starfishes, was stimulated, — in other words, motivated. That plan worked like a charm, too. It will be continued.

Are our schools teaching mathematics as they should and enough or too much of it; and what about the use or disuse of the arithmetic slate? Mrs. Merry prepared and sent out to a large selected list of successful graduates of our residential and day schools a questionnaire covering these disputed points; and she has summarized, with much labor, her returns in a paper to be published.

Meanwhile, she has tested for accuracy and speed two groups of beginning pupils, one doing its sums on the octagonal, one on the T. V. & L. slate; and contrary to what many of us supposed, found that the octagonal was not necessarily the better appliance.

Research is the order of the day in education, as it is in business and many other things; but it is as slow as cold molasses. Still it is sure. The Foundation and Perkins like it and propose to keep it up even if it takes all summer; by which is meant an indefinite time. While it is expensive, it pays. And that particular school can't help it if it continues to get most. Both proprietors are only too willing that others shall come to Watertown to catch and carry away what we are eager to share. Even though the results will be written up and published, teachers would far better pay us a visit and study our new curriculum as well as new means and methods. One school in the middle west has already done it, sending two teachers to spend a week with us. Any school is welcome to do the same. No other way is half so good. Then please be motivated to accept our invitation and that of the Foundation,—which invitation is the more cordial because it is joint.

QUALIFICATIONS OF AN EXECUTIVE FOR THE ADULT BLIND.

Your president, being well aware that my lifework had lain among blind youths at school, must have been desperate for a speaker when he asked me to describe an executive of the right sort for adults at work. Anyhow, he showed no little surprise when I promptly accepted his challenge.

In beginning the discussion of this important topic, let us remember that just as the old road to the profession of medicine was driving around with a doctor, to visit his patients, so that to business proprietorship meant first sweeping out the store. All this has changed. Business too has now become a profession — the youngest of them, as my son's class was reminded on finishing a course in a graduate school of business administration. The recipient of the degree of M. B. A. enters at once into a responsible position at about 24 years of age, marries at 25, builds a house at 28 — which is better than most young doctors, lawyers or ministers do. Yes, a full two-year course in a business school on top of graduation from college is what is required of a budding executive nowadays. He is expected to absorb there in two years what would take him ten or more to sweep up in the school of experience. Much of it he compasses by analyzing a thousand and one actual business instances or problems.

This is the famous case method. By the end of two years of it he has his philosophy of business, which tells him, among other things, that there are three parties equally concerned — employer, employee and the consumer; that in proportion as all three profit is the business a success; that is, as a merry heart maketh a good countenance, so fair wages and continuous employment lead to a feeling of belonging, of part proprietorship, of corporate responsibility, a condition that makes for excellence. This is the principle of participation which now rules scientific business.

The successful executive for the adult blind, let us say of a sheltered shop, needs his philosophy, too. Comparatively speaking, his job is likely to be small but is sure to be special. If a good student, perhaps he can acquire advance business principles and methods enough in a year, possibly a half year, of intensive study in a correspondence school. But he must not skimp the other side of his preparation. I would have him give at least a year — better two years, to practical study at a school of social work, there to acquire a background of psychology, which is the science of behavior, and of sociology and social ethics. I do not mean that he could afford to be less businesslike than the general business manager. I mean that it would be good business for him to realize above everything that what makes a successful, worth-while shop is its spirit and the quality of its output; — not how many people may be brought together there and given occupation. Here too employer, employee and the public need the leaven of constant satisfaction; and they will not get it from a large shop of the kind under consideration. Just as the spirit of a big home for the aged, which in England would be called a hospital, and not wrongly so called, or for soldiers alone or for sailors alone suffers from the class consciousness of its inmates or, better, patients, all the more because it is big, so a big shop for any workers having the same disability suffers. Therefore, the wise executive of a shop for the adult blind will keep his numbers down — say to 20; and will encourage and help them to live diffused in society, that is, normally. If there is employment for 30 or 40, let him open two shops, preferably in different towns or cities not too far apart for him to administer them both. The principle to follow here is not how many but how well.

In a shop that is small and wholesome the executive, be he seeing or

blind,— who, by the way, always should be a good mixer,— can get closer to his men and keep so; can the better take them into his business confidence and maintain a proper discipline and morale; can keep them more continuously employed and, therefore, knowing themselves to be real producers, less given to complexes and be happier men and women.

Now I insist that this keeping them continuously busy is vitally important; and is so not only because forced unemployment is always a form of economic waste but also because such unemployment is always harmful socially. I am assured on the one hand that what too often makes a problem of the adult blind is not their blindness or any attitude of mind caused by it, but their unemployment; and on the other, that society would far better employ than carry blind people. This is the philosophy of optimism and of enlightened selfishness which I would fain have our special executive hold.

Of course he should have a strong sense of humor, a cheerful and equable temperament, with judgment and tact;— have, too, business sense, capacity to get and keep customers, some mechanical and inventive ability, and be ever on the lookout for labor-saving devices. For does not blindness commonly retard hand labor by a half? If it does, he to whom his workmen look for creative leadership should strive to have them major in those occupations and trades in which the turnover of material under manufacture can count most. This is common sense.

Finally, our executive should be as anxious to confer on his people benefits as he is able to elicit from them services. In other words, he should like his job for the mutual satisfactions it brings. I would have him consecrate his heart and mind to it. If he does not — can not — do so his helpers will surely and quickly sense the fact, and perhaps charge him, either to his face or behind his back, with self-seeking; and you know that a critical attitude and fault-finding always vitiate the atmosphere. Character, sincerity, sympathetic manliness and good cheer, — these which are important qualities in an executive elsewhere, are here essential and fundamental. Is it not Emerson who declares: “What you are thunders so loud I cannot hear what you say?” If this is true, and I believe it is, then above all things, let my executive for the adult blind be true blue — or quit.

MRS. LAURA E. RICHARDS' "LAURA BRIDGMAN, THE STORY OF AN OPENED DOOR."¹

AN APPRECIATION.

"The one talent must have just as much care as if it were ten."

"There floats not upon the stream of life any wreck of humanity so utterly shattered and crippled that its signal of distress should not challenge attention and command assistance."

These were sayings of Dr. Howe, and upon these principles his whole benevolent life was based.

Mrs. Richards' story of Laura Bridgman tells in the author's charming manner a unique chapter in the history of education which was significant far beyond the little circle in which Laura spent her life. "Every human life is a potential contribution to education and science," says Dr. Burnham in his preface to the book, and Laura, he thinks, made a fourfold contribution to scientific thought. Her education showed that two sensory avenues (sight and hearing) may be cut off without diminishing intelligence. To which it should be added that Laura's case showed that two more sensory avenues (taste and smell) may be cut off, leaving only the "mother sense" of touch, and still intelligence is found undiminished. If Laura had either taste or smell, they were dull and rudimentary, and of no help in liberating her understanding. The significance of the education of defectives was also demonstrated by her education, an interesting personality was revealed, and opportunity was given to philosophers and psychologists to study the development of the human brain,—an opportunity of which they were not slow to take advantage.

Also, as Mrs. Richards' significant title indicates, her education was

¹ D. Appleton and Company, New York, 1928.

the "opened door" to all other persons handicapped like herself, and no such person need now lead a life cut off from his fellow men.

Besides all this, Dr. Howe's siege of the fortress which held Laura's mind, and the way in which with his aid that mind burst its bonds and came forth to hold communion with other minds, has much significance for courage and persistency, for faith and hope, for religious and spiritual aspirations.

Success came after long persistent effort, in a hitherto untried field. The fact that many savants had said that a mind so shut in could not be reached, was only a challenge to a man whose motto was, "Obstacles are things to be overcome," and who had an extraordinary combination of qualities, both precipitancy and patience, insight and persistency, added to a passion for the service of humanity, which found in the humblest tasks room for the most heroic effort. Dr. Howe was a man who possessed a firm belief in the worth of the human soul. To him the spirit and mind of man were far more than a clash of brain atoms. Somewhere within Laura's darkened, silent body there lived the image of God, which, Christlike, he wished to liberate. He felt, so he tells us, as if he were "letting down a cord and dangling it about in the deep still pit" which held the child's soul, in the hope that she would seize upon it, so that he might "draw her into the light of day." Dr. Howe was too scientific an observer not to realize the difference between imitation of an observed action on her part, and real comprehension of what these actions signified. He tells us that he could almost fix the instant when comprehension began. That Laura did seize the dangling cord of his patient trials and respond to her benefactor's attempts in the face of overwhelming difficulties should encourage every struggling mortal laboring under difficulties which seem to him insurmountable. Since that deed could be done, why not any other hard thing, if enough faith, patience and persistence went into the doing?

Man's nature was shown both by Dr. Howe's achievement and by Laura's response to his efforts to be greater than psychology and anatomy can fathom. Somehow and somewhere within the prisoning body of every one there dwells a divine spark, the "image of God" which animates and controls that body, transcends its limits, and rises to supreme heights

of thought, endeavor and achievement. The mystery of mind has never been solved, the soul cannot be measured quantitatively, and so is left out of the consideration of modern science, but no one should doubt the life of the spirit, since the soul of Dr. Howe reached down and grasped the imprisoned soul of Laura Bridgman. Our finite minds cannot wholly grasp the implications of the thought of the soul, but that is not an argument against it. There would be no infinite if the finite could grasp and enclose it. It is rather a sign of greatness when with many of our best thinkers and best men we are willing to acknowledge the small amount in the universe which we can comprehend and measure, and the vast amount which is beyond our ken. Humility and patience, said Basil King in his last book, are the keystones of great character,—the humility which strives and endures, and the patience which waits. With humility and patience, the golden cord of faith can draw us up into an apprehension of that Higher Power which controls our lives in ways incomprehensible to us.

A clergyman has recently said that more and more the world is reaching after sainthood, not of the cowled and cloistered variety, but the sainthood which is character, no longer self-centered, but devoted to the uplift of humanity. According to this thought, Dr. Howe was not only a major philanthropist of his time reaching in his sympathies after the blind, the deaf, the feeble-minded, the prisoners, the insane, and all humanity out of tune with the majority of men, but also a saint of this sort in the modern world. He was himself a deeply religious man, not of the creedal kind, but of those who believe in God and seek to know Him. His letter to Laura, trying to explain the nature of God to the inquiring child is a classic in its sweet simplicity and deep understanding of her needs. One of the great disappointments of his life is said to have been that Laura's religious life could not grow and develop in the simple, natural way in which he had planted it, without the infusion on the part of well-meaning persons, of creedal distinctions. Religion, as most men will now agree, is not devotion to a creed, but is an affair of the heart, a striving towards God, as revealed in the character of Christ. This produces character in every man, and this Dr. Howe believed.

Thus, the result of his work was more than the release of one imprisoned

soul and more than the lesson of success over difficulties. His faith in the inner capacities of the human being and his belief in its claims to honor, even when its outward seeming is most abnormal, teach the supreme lesson of this timely little book. He showed us that the human soul in no way reveals its divine origin more clearly than in its capacity to transcend the limits of its material body and to reach out for a hold on the Infinite.

JESSICA LANGWORTHY.

NOTES COMPILED FROM VARIOUS SOURCES.

SPRINGTIME AT PERKINS.

At Perkins spring begins on the twenty-second of February. This day marks the clipping of forsythias which are forced to blossom in the house before there are any signs of spring out-of-doors. Another pleasant feature of the season is the early arrival of the chickens — dear little things that peck at our fingertips through the wire enclosure and eagerly pull grass from our hands, chattering all the while. They are not the only chatterers of spring, however, for soon the calls of returning birds are heard: in the morning we are aroused by the cheerful song of the robin; through music-room windows floats the jubilant singing of the song-sparrow; and from some distant spot come the melodious notes of the meadow lark — all announcing the coming of spring.

Meanwhile, we await the returning splendor of flower and tree. Spring came in such a hurry this year that some plants began to bloom almost before we were aware that they had sprouted. For example, the daffodils, hyacinths, and crocuses were in extreme haste to herald the spring. By this time we noticed on the trees tiny buds which increased and swelled rapidly before opening into tender leaves. Among these trees were the horse chestnut, beech, magnolia, and many others, including fruit trees, such as the peach, pear, cherry and apple — the last bearing the most fragrant blossoms. As we stroll through our director's garden, examining some of these trees, we discover, to our delight, numerous flowers, among which are the dainty narcissus, delicate larkspur, drooping bleedingheart and the tall, slender tulip with its mouth wide open toward the sky. But nature is not confined, by any means, to this garden; our grounds are well supplied with evergreen and shrubbery, along with familiar plants and flowers. Joyfully we welcome the lilacs for their perfume as well as their beauty. Then last of all bloom the sweet-scented roses telling us that summer is nigh.

These flowers, so beautiful to us, are equally useful to the bees which

gather nectar to make delicious honey. A little impatiently we wait for information concerning the bees — how some leave a hive to search for a new abode; how they must be captured and replaced; and how the queen is singled out from a swarm of bees. When passing by fragrant flowers, we sometimes hear the droll, bass buzz of a bee; however, it is too busy a bee to linger long.

In contrast to this low, monotonous hum is the high, shrill singing of the frogs that awaken early in the season and give concerts lasting for days and nights. At times these entertainments are quite amusing; for a while a good-sized chorus seems to hold one note incessantly; then the sound becomes fainter as though a few members dropped out; next, there is a grand crescendo and elevation of tone, followed by a gradual diminuendo and return of former pitch; thus the choir continues the song as if existence depended upon it.

While observing the enthusiasm of spring's creatures, we are not inactive ourselves. Along with the hustling and bustling of the spring term, we manage to find time for walking in the open air. As the days become warmer, evening walks are delightful, especially when glorious sunsets form a topic of conversation. One of the most important and tranquil walks of the year is known as the May walk. Before the first day of May approaches, we make plans for this early morning custom, started by a former principal. We have no delay but leave the close promptly at six o'clock. As there is almost no traffic at this time of day, we can enjoy more thoroughly the sounds of nature. Many a flicker we hear laughing at us. Now and then a squeaky note or sweet song attracts our attention. From the May walk we return with increased vigor and a tremendous appetite for breakfast.

Soon after this the weather invites us to study in the sunshine and fresh air. This invitation is gladly accepted, and all necessary equipment taken out-of-doors. As spring advances, the ivy spreads its embroidered leaves to decorate our walls. By leaps and bounds spring waxes into summer when we must leave behind us these scenes of beauty and sounds of happiness which we find and greatly appreciate at Perkins.

FLORENCE BOONE.

(Her graduation essay, 1925.)

DEAR MR. ALLEN: — As the budding springtime begins to unfold, my thoughts fly away to Perkins. Nowhere, to me, can spring be more beautiful. I used to love to watch the appearing of the different flowers in your garden. First came the cheery crocus, then the bright tulip, and soon the garden was filled with a goodly host of floral folk who each brought an individual touch of loveliness. At this season, too, I enjoyed visiting the homes of the new little chicks. I remember that sometimes you would let us take these small, throbbing, downy things in our hands, and how they would peep and flutter their wings to escape.

I am deeply grateful for all the experiences I had at Perkins. I feel that during the years spent there I gathered material which will make a foundation for any work that comes to me to do. I only wish that I had made better use of the opportunities which were so freely given.

Wishing you, and all my Perkins friends, the deep joy of the waking springtime, I am

Gratefully yours,

HELENA M. DRAKE.

FINGER READING, WITH PARTICULAR REFERENCE TO NEW ENGLAND.

That "a shelf of good books is a spiritual insurance policy" is a saying which applies with especial force to those who, if they read at all, must do so with their finger tips. Blind people who would fain forget themselves as in imaginary travel, can readily do so if they will but take passage on the magic carpet of books. They need not rise from rocking chair or even from bed. For they can read under the bedclothes.

While of raised type books there are by no means enough either in number or variety, there are vastly more than is commonly supposed. These have long been accumulating, particularly since the world war when hundreds of service-minded women have continued laboriously to write out single copies of stories by hand. The chief of the early presses to issue embossed books in editions was at our own Perkins Institution. While this press still functions along with a few others in our country the American Printing House for the Blind, in Louisville, Kentucky, far exceeds them all in output. The Federal Government gives

this house \$75,000 a year. All the books and music scores embossed in the United States are in braille, a system of characters made with dots much as telegraphic characters are made with dots and dashes. It is not alone the reading system that has survived all others for greatest utility, but is also punctographic. That is, blind people can write braille either with a slate and stylus or by means of a braille typewriter, and they do so either in mutual correspondence, using, if they please, Esperanto as an international language medium or, when they wish, they can take notes or compose for their own rereading — whether as words, music notation or what-not; and they use as they prefer full alphabetic spelling or abbreviations or shorthand. The braille alphabet is universal in all schools for blind children everywhere, except in those of the Orient whose languages seem to require peculiar sets of symbols. Louis Braille, a blind Frenchman after whom the system is named, devised it in 1829, or just one hundred years ago.

The library at Perkins Institution contains some 22,000 volumes under 3,286 different titles. About half is fiction. While most of the novels are standard classics much, too, is contemporary — such as Churchill's "The Crisis" and "The Crossing," Mason's "The Four Feathers" and Ferber's "Show Boat." Indeed, our government has supplied some 88 books especially for its war blinded — stories like White's "Blazed Trail" and Sabatini's "Captain Blood." Exceedingly popular novels are Dumas' "The Three Musketeers," in 10 quarto volumes and "The Count of Monte Cristo" in 21 such volumes, both of them embossed in Paris by the American Braille Press. Of the non-fiction there are all sorts — school textbooks, juveniles, essays, history, religion, denominational literature and, of course, the Bible. The Catholic Church has provided much.

This library contains also a lot of books printed in England in what is called Moon's type, which is much enjoyed by old people, because they find it easy to feel and don't mind not being able to write in it or attacking a work that is enormously expanded and bulky. For example, a single copy of the Bible comes in 58 volumes and makes a pile nearly twice as high as a man's head. William Moon, who adapted his characters from the Roman capitals and spread them far apart, was a

blind missionary among his adult fellows and knew by experience what type would best satisfy them. Our Massachusetts traveling home teachers to the adult blind rely mainly on finger reading as the first step in the conquest of blindness and they make the Moon books their entering wedge.

Blind people wishing to own their Bible, or parts of it, may readily do so. The Bible societies look out for that. But the private ownership of embossed books is unnecessary and generally unwise, since such tomes, as most of them are, take up too much houseroom, and since regional libraries exist for the purposes of collecting and circulating them. For instance, the library which supplies all New England is at Watertown, Massachusetts. It has some 22,000 volumes, and adds to these over 1,200 more a year. One of its librarians gives her whole working time all the year round to accessioning and circulating these books and some braille sheet music. A blind boy wraps them for the mail, a truck conveys a load of them to the local post office three times a week, and Uncle Sam does the rest. He not only carries them to the readers as he does their other mail, but even carries them both ways post free; and he has done so since 1903. The amount of such transportation throughout the United States is enormous, now costing yearly about \$55,000.

This library sends out printed book lists on request. New books are announced in *The Weekly News*, a Massachusetts publication in braille, with something like a thousand readers; also in the *Matilda Ziegler Magazine*, a New York monthly, which is also in braille — both periodicals being sent free to readers; and the countrywide circulation of the latter is claimed by its editor to be about 15,000. *The Readers Digest*, a monthly for everybody, appears also in a braille edition and brings to its finger readers the equivalent of an article a day from leading magazines. There is also a monthly in Moon's type.

Last year's embossed circulation from this one library was 19,247; the various readers, including the 265 finger-reading pupils and teachers at Perkins Institution, numbered 891. This is not so good a showing as it should be. The Federal census for 1920 gives the blind population of New England as 4,699. Why is it that only $\frac{1}{5}$ of these people draw

books from the library devoted expressly to the service of them all? While by no means even all people who have their sight are readers, probably a still smaller percentage of the blind read or care to. What a pity! They do not know what they miss. There is no other diversion open to them as a group equal to reading.

To be sure, most blind people are old. No doubt many believe they are too old to learn finger reading. Not a bit of it. "They can who think they can." The trouble often is that their families have little faith in them, which discourages even a trial. The home teachers tell of many instances of their blind pupils' learning to read through the finger when fifty, sixty, seventy — yes, a few even ninety, years old. We knew of a clergyman going blind in his eighties who, finding after years of isolation that his Bible was still open for him to read, in daily silent communion, began, as he said, to live again. The sun had dispelled the cloud. There is no question that those who lived with him benefited almost as much as he did. Will not every one who hears this talk tell his friends about it? The message is one of good tidings to such as sit in darkness.

EDWARD E. ALLEN.



By 63 possible arrangements and combinations of these six points may be had all the letters needed for words, in any alphabetic language, and the characters for shorthand abbreviations, numerals, and a complete music notation. The fact that braille may be written as well as read makes the modern education of the blind possible.

In view of the fact that this year has seen the unification of the braille code for music notation into a universal system, the following explanation may be of interest: —

The centenary of the braille system, named for Louis Braille, blind Frenchman and inventor of the embossed system of reading and writing for the blind, has awakened renewed interest in the application of that

method to the transcribing of music. Certain recent newspaper articles on this subject contain misstatements of fact which have led to inquiries being sent to Perkins Institution and Massachusetts School for the Blind, where the braille system is taught and used. It is the desire of the writer to clarify the news items referred to.

THE BRAILLE NOTATION OF MUSIC IS UNIVERSAL. It is an embossed system, read by the sense of touch, and consists of six raised dots or points which, when used in various combinations, make possible the transcribing of all music whatsoever, faithfully reproducing it in every particular, regardless of key or tonality. Braille music is *transcribed in any and all keys*; and reproductions are not confined to the "key of C" as stated in the article above mentioned.

In justice to the NEW ENGLAND CONSERVATORY OF MUSIC, which happens to be located in Boston, it should be stated that post-graduate pupils from the music department of Perkins Institution have for years received their advanced training and diplomas from that great school of music, as did the writer of this article in his youth.

EDWIN L. GARDINER.

Reading fast is a great help, but it also has its dangers. The outstanding point is to beware of too much speed, for one is apt to read words only and not to assimilate completely all the important material. It is within the last two years I have noticed that by making a special effort to use my concentrative powers to the utmost I have been able to see a marked improvement in giving back what I read.

There are many things to be gained by reading constantly and having a variety of books to choose from. After reading a book which at the time did not seem particularly important to me, I found that its contents aided me in the answering of questions which were asked in the classroom. Then, too, after studying some important subject, such as history, it is fixed more firmly in my mind by having the opportunity to read some historical book pertaining to that part of history studied.

When I am looking for a book it is not hard to choose, as I am fond of almost every type of story. Many people when young do not especially care for Dickens' works, but I distinctly remember, when over in the

Lower School, two books that impressed me greatly: "Paul Dombey" and "David Copperfield." The number of volumes a book consists of does not prevent me from reading it if the title sounds attractive. Just lately I have completed the reading of "The Count of Monte Cristo," which has twenty-one volumes and is embossed on both sides of the page. It is a very thrilling and interesting story even though its length is startling. Of all the books I have ever read I like "Silas Marner" the best. The story is sad, but filled with many peaceful and beautiful thoughts. Of all the books that have been printed lately I have enjoyed most of all "The Keeper of the Bees." As well as being very interesting and exciting, it contains many valuable items of information.

I wish that more people without sight would cultivate a fondness for reading, and realize as I have done the pleasure and information that it brings.

MARY DOYLE.

PROVIDENCE, R. I., June 14, 1929.

DEAR Mr. ALLEN: — I was much interested in your talk at our alumnae meeting, concerning reading among our girls. I should like you to know how strongly I agree with you.

This is no mere theory: it is borne out by my own experience. To be able to read aloud, well, is a most desirable accomplishment for anyone; but for us it is almost indispensable. Every girl should hear good reading while young, and should cultivate an easy expressive style. No matter what her vocation, she will never regret her ability to read well.

Because I can read easily, and with fair speed, I am often able to earn a little; and hence I am far more happy. We all know how little ones love a story; and here one of us can often prove most useful and a real comfort.

We were saying after the meeting that, if one is not careful, the radio tends to draw us from our proper amount of reading. Also, the magazine is taking too much the rightful place of the book. But these things are within our control.

Let me venture to hope that, as time goes on, these things will be still more appreciated.

Cordially yours,

MARY R. BURROUGH.

A WELCOME TO THE ALUMNAE.

JUNE, 1929.

GOOD MORNING, FRIENDS! It gives me great pleasure to be able to extend to you all my own warm, personal greeting of welcome to your Alma Mater. Teachers, officers and pupils, too, will show how glad they are to see you back again. We hope that you will feel invigorated, as by the freshness and sweetness of a newborn morning, while you are here on these familiar grounds. The Alumnae roses came out on Monday, just to be sure to welcome you on time! Perhaps you have noticed the bowl of them on the piano.

As I look back over the past year, — so quickly flown! — what changes, what events stand out in memory? Perhaps the most important one was the celebration in honor of Dr. John Dix Fisher. It was he who took the foremost part in establishing the incorporation of this school. On March 2, exactly one hundred years after the Act of Incorporation was passed, we met in our choir-room for suitable exercises, at which General Appleton, president of the Board of Trustees, and Mr. Saltonstall, another trustee and present Speaker of the Legislature, spoke. Four boys and four girls contributed their part to the occasion by reading appropriate selections. Of course there was music, which stirred us all. We were glad that one of Dr. Fisher's relatives present, Mrs. Thayer, spoke a few words. Immediately after these exercises we, and some of the delegation of South American visitors who happened to arrive here that morning, adjourned to Fisher Cottage, where Dr. Fisher's portrait was unveiled by Mr. Allen. It is an exceptionally lovely picture, in a carved frame, and it was beautifully set off by a large bouquet of snap-dragons, below it, the gift of the Fisher relatives. Standing together in the alcove, the girls carried out their little program, one accepting the picture on behalf of the household, another reading a poem composed for the occasion by Miss Burnham, and all joining heartily in several songs. An impressive occasion!

Next in importance were the exercises in memory of our dear Miss Langworthy. These took place in the spring, about the time of her birthday. I shall never forget that afternoon. The choir-room was flooded with rare sunshine. At the foot of the piano stood the lovely picture of

Miss Langworthy, towards having which many of you contributed so generously. It was surrounded by ferns, ivy and red roses. The room was full; friends, former pupils, members of all departments were there. Many expressed pleasure at the dignified way in which the Glee Club girls, all in white, took their places and in their singing of the "Psalm of Life," with which the beautiful and impressive services began.

I wonder how many of you remember little Mrs. Stover of the library department. Can you realize that she reached her eightieth birthday this year? To her astonishment she found her desk in the library decorated almost beyond recognition, with blossoming plants, flowers, gifts, cards and two handsome cakes. All day long folks dropped in to offer their congratulations and good wishes.

Another happy occasion of the year was the house-warming of the little portable cottage in Orchard Lane, behind the kindergarten, where Miss Swinerton, Miss Healey and Miss Fladeland now carry on their corrective work. Little girls in dainty white dresses directed us politely through the Children's Museum, and two tiny tots, representing bunnies, vied with each other in opening the cottage door for us. Perhaps you have heard all about this affair from the delightful account which Miss Puddefoot wrote for the Watertown papers.

Again, the members of the Howe Reading Club were invited to Mother B's new home near by, where we spent a delightful evening. Miss Cora Newton, whom some of you remember, had been persuaded to tell us all about book-plates. This was a little-known subject to many in the club and proved to be a most interesting one.

Mother B, by the way, has been making up for lost time, shall I say, as a hostess, entertaining most hospitably, not only individuals but groups of girls or boys.

I should like to speak, too, of the operetta "The Japanese Girl" which the Glee Club has just given, with the assistance of a few children from the Lower School. I liked it not only for its color and lovely music but for the movement throughout, which made our girls seem more at ease.

Perhaps the gayest festivity of the year is what Mr. Allen likes to call the "girls' ball." Upon this occasion all the pupils, of whatever grade,

share in the excitement and fun of a big dance, with real gentlemen partners. For days beforehand the telephone and typewriter are busy, in the effort to secure as many as possible of these "approved" outside friends, from university, college, school or business office. Every girl contributes as generously as she can toward the expense of the evening: an excellent three-or four-piece orchestra and refreshments. Kind friends help supply the deficit. Hurried week-end trips home are made for a new or freshened party dress. At last the evening arrives. The hall glows with lights. The spotless punch table is guarded by three important waitresses: girls who are more at home here, perhaps, than on the floor. Everyone is in fine spirits; for the men are really arriving. Here they come to be presented to the hostesses. Now, the music strikes up, and the dancing begins. Not quite enough partners to go around, of course, but the men lead out as many girls as possible during the evening. A longer pause than usual between the dances arouses attention. The men gather in the doorway to see what is going to happen. The girls flit here and there, finding partners among themselves. For this is the prize waltz when every couple tries to bring honor to her cottage by dancing the waltz most gracefully. The judges from outside finally determine who are the best dancers, among the older girls and the younger ones. The winners waltz about the hall while the crowd applauds. Then these two couples, flushed with excitement, are lost amid their many friends.

But we haven't spent all our time in social affairs, you may be sure. Spelling has received more attention than ever before, since we were invited to enter a contest for seven schools of this kind. We worked very hard and succeeded in defeating the boys in the "try-out" here but, alas! in the contest at Overbrook our three girls were soon spelled down. Hartford carried off the prize, as she did last year.

Perhaps you have discovered already that small trees and shrubs hereabouts have been tagged with little copper name-cards, in braille and raised letters. These helps Miss Hill has provided for her Nature study classes. We are requiring this subject now for older as well as younger girls, in two divisions.

Esperanto, still an elective, has been made a four-hour course, offered

in place of a modern language. Eight girls chose the subject this year and have done enthusiastic work in it.

And "what shall I more say, for the time would fail me to tell of" the perplexities, problems and adjustments of the school life here. If sometimes troubles come thick and fast, and we scarcely know how to meet them or which way to turn, and the problems of life loom up before us, blotting out the fair visions of youth, let us still go forward, a day at a time, determined to play our part bravely, remembering the teaching in this little verse, quoted by Miss Margaret Slattery at a meeting we attended in Newton, to the great pleasure of our girls:—

I would be true, for there are those who trust me,
I would be pure, for there are those who care;
I would be strong, for there is much to suffer;
I would be brave, for there is much to dare;
I would be friend of all — the foe, the friendless,
I would be giving, and forget the gift;
I would be humble, for I know my weakness;
I would look up, and laugh, and love and lift.

ELSIE H. SIMONDS.

THE HOWE READING CLUB.

In order that you may understand why the Howe Reading Club was organized, let me take a backward look.

Soon after the death of Dr. Howe, Mr. Anagnos began to raise The Howe Memorial Fund, for he, like Dr. Howe, felt the need of a continuous publication of embossed books instead of an occasional one when some public-spirited person could be prevailed upon to pay for its embossing. With the completion of this fund in 1881 there began to be books suitable to people of all ages and tastes, and they were much appreciated and eagerly read by former pupils and those then in school. But as new pupils came they took the number and variety of books as a matter of course and failed to make a sufficient use of them, although Miss Poulsson suggested, and helped to carry out, the plan for supervised silent reading two evenings a week.

Miss Bennett was much troubled because the pupils did not enjoy the

books more and talked the matter over with some of the near-by members of the I. S. M. (a secret society among the girls). After some correspondence one of these members wrote a little playlet, telling of the formation of a reading club by some schoolgirls. Another ISM who lived near the school helped the girls in school to give a little entertainment in which the playlet was the chief feature.

Although the entertainment was a success there seemed to be no girl with sufficient initiative or a strong enough interest to take the initial step necessary to form a club. So Miss Bennett, after consulting with Mr. Anagnos, called a meeting of the officers and all the older pupils of the Girls' Department and proposed that they should form a reading club, giving the reasons why this seemed to be desirable. There were several things which she hoped the club would accomplish, namely:

- That the club would furnish an incentive for reading;
- That it would break down the bar between the various departments of the school and between teachers and pupils;
- That it would help the members to gain confidence and self-possession and to assume responsibility;
- That it would furnish opportunities for the members to gain information from everyday life as well as from books; and
- That it would afford a chance for relaxation with some wholesome fun.

cess of the meeting than did the pupil members, and sometimes the committee was made up entirely of pupils. How great then was their responsibility! But whatever the personnel of the committee I wish you could know the mystery and interest which surrounded the doings of every committee, and with what pleasant anticipations we looked forward to each meeting.

The giving of the response to the roll-call served to increase confidence and self-possession; and each time a member made a motion or spoke in the business meeting it became easier to do it the next time. And we have noticed that those members of the reading club who were most active are the ones who are very helpful in the Alumnæ Association.

From the various programs the club gained some general information that they could not have easily found in books. One evening there was a spirited auction, duly advertised and conducted in a proper manner. Another time there was a court scene with a prisoner, a judge, jury, witnesses, clerk of the court, crier, etc. Once there was a *very formal* reception in May Cottage, when we all took just the proper number of visiting cards and wore gloves, too.

There were some evenings when we had genuine fun with wholesome games in which each participated heartily. Sometimes these were best suited to the gymnasium, as was a very pretty children's party when we all dressed like children, let down our hair, played children's games, and had homemade cookies and old-fashioned homemade molasses candy for refreshments. On other evenings were games of a literary character when there was a tremendous sharpening of wits required in order that we should not have to acknowledge ourselves wholly vanquished.

I think I have shown that the club *did* meet the existing needs of the time of its inception, and I will leave it to others to say whether or not those needs still exist, and if they are being met.

JULIA E. BURNHAM.

EVALUATION OF PERKINS INSTITUTION LIBRARY, AUGUST 31, 1929.

Books in common print, 1928	\$12,179 30
Increase, 1929	131 29
Clear Type Publishing Co.	33 85
	\$12,344 44
Books in reference Library, 1928	\$16,059 22
Increase, 1929	147 32
	16,206 54
Books in embossed types, 1928	\$62,632 54
Increase, 1929:	
American Printing House	\$3,313 25
Moon type	402 30
Universal Braille Press	124 14
Clovernook	135 37
Pax Publishing Society	48 75
Red Cross	14 00
Xavier Free Publishing Society	32 86
Howe Publishing Society	121 28
Howe Memorial Press	193 35
	4,385 30
	67,017 84
Total	\$95,568 82
Decrease, 1929:	
American braille books disposed of:	
618 having an average value of \$4.00	\$2,472 00
500 having an average value of \$1.00	500 00
	2,972 00
Total value	\$92,596 82

M. E. SAWYER,
Librarian.

999 PELHAM PARKWAY, NEW YORK CITY, N. Y.,
July 27, 1929.

DEAR MR. ALLEN: — Nearly a month has elapsed since we arrived at the New York Institute for the Blind on July first. Needless to say, we have found both teachers and pupils always ready to make things as easy and as comfortable as possible for us. It is really an experience which aids one to think more broadly not only on subjects of education but also on what outlook others with our handicap have on life. We realize more than ever that one needs more than Latin and algebra to be able to live harmoniously with other people.

The trips we take every afternoon are extremely interesting. We feel like tourists in a strange land; how delightful they are, and how we do enjoy them! Perhaps the two most interesting places we have visited are Sir Francis' Tavern and the Museum of Natural History.

Yes, Mr. Allen, we are realizing more and more what an opportunity has been given to us. Due to this summer's rich experience we are better able than ever before to appreciate the privileges which have come to us through this school and Perkins.

J. P. DESPRES.
P. GIULIANO.

AN EXPERIMENT BY PRIMARY BOYS.

Last October Mr. Goss gave us a mangel beet. It weighed five pounds. We weighed it nearly every day. For a while it lost about two ounces a day; after that it lost about one ounce each day. In two months it stopped losing. At this end it weighed one-half pound. The beet lost nine-tenths of its weight.

The loss was caused by the water in the beet evaporating. We could not see the water evaporating from the beet, because it was in the form of invisible vapor.

When we put the beet on the radiator some molasses came out of it. We broke it in half and felt the inside. There was a lot of sticky brown fiber in it.

JOE RAMOS.

DEAR Mr. ALLEN: — You made the inquiry not long ago as to what kind of help our Harvard and Special Methods students had given, and how valuable their contributions had been to the school and to themselves.

In looking over my records, I find a long list of such contributions, which were continued over considerable lengths of time. These would not include many occasions on which help was asked for single days, and of which no account was taken. The list is as follows: —

Taking charge of one-half of an English class which was divided for greater efficiency.

Substitute teaching on two occasions when teachers were ill.

Substitute teaching for a teacher obliged to leave school early.

Taking charge of evening reading classes.

Dictation for two students in typewriting.

Teaching a spelling class, grade five.

Teaching square hand writing; — two classes.

Teaching braille to an entering pupil.

Gymnastics for a mixed group.

Special gymnastics for a deaf-blind pupil.

Leader for girls to church.

Substitute leaders to church. (All seeing members of the class volunteered.)

Office helpers for the girls' principal teacher.

Reader for physiology class.

Dictation for girls in expression class.

Readers for girls in special methods class.

Teachers of braille to members of special methods class.

Teacher of class in beginners' braille.

Teacher of deaf-blind pupil in literary subjects.

Sunday duty at boys' kindergarten.

In all cases the reports of the work of the members of the class were satisfactory and many of them excellent. The teachers of the school uniformly spoke highly of the good spirit of the students and of their interest and ability.

As for the students themselves, there is no doubt that they profited by these contacts with the regular work of the school. They grew in their understanding of the problems of this kind of teaching, and in their ability to handle classes or single pupils.

JESSICA LANGWORTHY.

EXTRACT FROM MR. ALLEN'S DIARY.

BERMUDA, March 11-25, 1929.

No railroads, no automobiles, but bicycles a-plenty, with everywhere horses and the good old-time, horse-driven, open carriages, chiefly victorias. These are all right and ample for anyone who, while visiting a warm and tight archipelago of little islands, seeks rest and a change. I found both in being driven about and in walking along the white winding roads and lanes. The native flora is chiefly the evergreen red cedar,—but there are spots where the flaming bougainvillea climbs and jungles of rank oleanders bloom, and even hedges of hibiscus. The land fauna are chiefly birds, among which the catbird, bluebird and the redbird are common. The sea gardens throng with subtropical fishes, seen through glass-bottomed boats. The angel fish is actually blue.

Later: All these things have furnished after-chapel talks for a whole week.

One day, seeing a blind man begging by the wayside, I inquired of my black driver if he knew of any blind child. Yes, he had heard of a piano-playing one in Hamilton; but he knew of no others, — believed there were only a few in all the Bermudas, even of adults. No, there was no school for them. The next blind man I saw was old and, dressed in his Sunday best, was walking to church with a young woman, probably his daughter. The third one was playing an accordion on a ferryboat and reaping a harvest of nickles and dimes from the American tourists; and tourists, the mayor of Hamilton assured me, furnished the main Bermudan crop nowadays, or about 80% of the income of the islands. This gentleman, who by the way once attended the Allen School at West Newton, Massachusetts, knew of no local blind children and believed there was none. But the American Consul, whom I knew long ago at the above-mentioned school, said that one of his wife's helpers had a blind son and that he was getting no schooling. I asked to see this mother and, as a result, invited her to send her boy to us this fall. She will probably do so.

Later: He arrived in Watertown September 15, 1929.

MAY 29, 1929.

DEAR MR. ALLEN: — The meeting of the Council of Women's Clubs of America at their biennial convention in Swampscott last night was of much interest to the members of our chorus who sang — LAND OF OUR HEARTS by Chadwick, and HOW LOVELY IS THY DWELLING-PLACE by Brahms. Additional music of a very high order of merit was furnished by a young violinist who has taken the lead in several important recent contests for young players.

Although the convention hall at Swampscott is a much larger auditorium than our choir is accustomed to, and while the seating of the chorus was not ideal, yet I have seldom heard our choir sound better, and at the close of the meeting many women from all parts of the country expressed to me their surprise and pleasure at the singing of our young people.

Mrs. DelCastillo, the chairman of the music committee to whom we owe this invitation to appear before the convention, was most happy

when introducing us to the large audience, in explaining our use of the braille system of notation and making it clear that aside from this use of the braille we proceeded in the usual manner of choruses at rehearsals and public concerts. She said that she had been thrilled time and again by the singing of Perkins Choir and she was glad to have the women of the convention share with her this pleasure.

While our young people gave undoubted pleasure with their singing, yet it is also true that they received much in return. There was not a dull moment during the evening, and for most of our choir it was an experience to listen to the various women speakers from all parts of the country, and finally to hear the Governor of our Commonwealth explain the part which the State of Massachusetts has taken and is taking in various enterprises for human welfare in which women's clubs are particularly interested and active.

We were in exceedingly good company last night and I feel that this occasion was mutually helpful to our chorus and this most representative audience of American women.

Sincerely yours,

EDWIN L. GARDINER.

AN EXPRESSION FROM A RADCLIFFE VISITOR TO PERKINS.

" . . . When one hears of institutes for afflicted people of any kind, one visualizes immediately somber, prison-like, stone buildings, sullen, hard-faced matrons, and cowed, apathetic inmates in ugly uniforms. Thus, when the attractive, low, red-brick buildings of the Perkins Institution for the Blind come into view, and the soft pleasant voices of gentle teachers mingle with excited shouts and laughter of children, it seems almost unbelievable that this lovely place can be an institution. To complete the illusion of unreality, a tall, elderly, distinguished gentleman shows us around, and we learn to our amazement that this is Mr. Allen, who is in charge. . . . I should like to visit for at least a week. . . . It also made me very, very thankful for the blessings of good health."

A GREETING FROM MEXICO.

A los ciegos Estaunidenses: Los ciegos de alma latina, envían a ustedes una salutación de prosperidad y en esta prosperidad una flor plena de aromas.

ALUMNO JOSÉ GARCÍA.

México, a 21 de septiembre de 1929.

(Translation: "To the blind of the United States: The blind whose souls are Latin send to you a greeting of prosperity, and may you find in this prosperity a flower filled with sweet perfume.

JOSÉ GARCÍA, *Student.*

MEXICO, September 21, 1929.")

REPORT FROM OUR HOME VISITOR, 1928-1929.

In general this past year has been much like the preceding one, with a few exceptions; for instance, it seemed advisable to spend more time in Vermont than usual. Miss Connelly, field agent for the blind in that state, welcomed my assistance in calling upon about thirty-nine boys and girls whose names had been sent to her as of those having defective sight. Of this number only two seemed to be eligible for training at present. Some had to be fitted to glasses, one albino is in delicate health, some others had finished their rural school course and were employed. A few may need to come to Perkins later.

Three girls, not included in the above group, on whom I had called last year, were fortunate in having their sight improve enough to enable them to attend public school.

The total number of calls made this year upon the blind and in their interests is 906.

In some sections I make calls only once in two years, distances and expenses being taken into consideration.

The number of clubs I spoke before is six, two of them being in Vermont.

CORA L. GLEASON.

BOYS' CAMPING TRIP, JUNE 11 TO 17, 1929, MADE POSSIBLE BY THE
BOSTON COMMITTEE FOR THE BLIND.

On Tuesday morning twenty boys and myself boarded a truck, bound for the annual camping trip at Camp Massapoag, situated on the shores of Lake Massapoag, Dunstable, Massachusetts.

Each day's activities started promptly at 6.30 A.M. with the booming of the camp cannon, followed by the bugler's reveille and a morning dip in the lake. After breakfast the boys were divided into crews and assigned certain duties. One group cleared the tables, washed, dried the dishes and reset the tables, while another went off into the woods to fell trees, chop and saw them into stove length, ready for the chef's use.

Boating proved to be the most popular recreation at camp. Four of the five boats were constantly in use. At first the oarsman had often to struggle to keep his boat from turning around in circles; but I am happy to say that about fifteen of the boys really learned to row well.

Swimming call, sounded by our bugler, always brought forth shouts of joy and a rush for bathing suits and the water. Diving from a spring-board proved most popular, while for the less timid a dive from a platform some fifteen feet high furnished the necessary thrill. Alongside the pier, in the shallow water, were grouped the few non-swimmers fighting to master the rudiments of swimming, under the direction of the camp swimming instructor or myself.

On the recreation field team games, running races and athletic events were competed in by the boys, who were divided into two teams. We based victory upon the results of the entire team and not on those of any individual star alone. I feel that competition of this sort more than anything else serves to teach a boy to "play the game with the other fellow," — something so vitally necessary to anyone as he sets out on his chosen lifework.

The Social Hall with a cheerful log fire and piano or the outdoor Indian Council Circle was the favorite gathering place after dark. Here songs, stunts, stories and music were enjoyed until bedtime. Taps, sounded by our bugler, was always followed by refreshing sleep.

On Thursday afternoon a trip was made to Benson's Animal Farm, Nashua, N. H. For fully two hours our boys traveled around the exten-

sive grounds, viewing the animals, birds and fish (lion, tiger, panther, camel, ponies, bear cubs, monkeys, zebra, baldhead eagle, goldfish, elephant). Through the kindness of the management we all enjoyed the thrills of a ride on the back of an elephant, something which the boys will remember all their lives.

I must commend the boys for their excellent table manners at camp, which reflect credit on the several family matrons of Perkins Institution. The gentlemanly conduct of the boys at all times was very gratifying, and, lastly, their ability to adapt themselves so quickly to strange surroundings was a source of pride to me.

FREDERICK T. THORNTON.

RECENT ACTIVITIES IN THE BOYS' PRIMARY DEPARTMENT.

The orchard at our back door is always inviting us to undertake new enterprises.

In the autumn of 1928 our department made it known that it was ready to try its hand at pig raising. Our idea was to give the boys an opportunity to assist in the metamorphosis of little pigs into portly hogs — this to occupy the duration of the school year. An obstacle immediately appeared: the statutes of Watertown prohibit the keeping of pigs. A petition was presented to the town board of health and after some weeks of waiting permission was received to keep two small pigs for a limited number of weeks "for educational purposes." It was then too late to submit young animals to the rigors of the season and it was decided to wait until the following spring.

In April, after a neat little house and yard had been built among the trees, a small black pig and a small white one began their residence therein. The pigs were fed three times daily on scalded grain with table scraps added, all diluted with skimmed milk. The feeding process, except for the scalding of the grain, was attended to by the pupils. It has been a charming pastime for ten to twelve-year-old boys to lean over the fence and observe the speed and satisfaction with which their protégés could absorb an eight-quart pail of food. Pieces of cabbage or apple and tufts of clover were taken from outstretched hands.

In addition to the feeding, the pigs' quarters needed care. Their house had to be kept clean and supplied with fresh litter; their yard to be coated with gravel. The boys have enjoyed all these tasks. When a heat wave came in early June they thought they could add to the comfort of the small animals by showering them, so on several hot afternoons they made trips with the watering-can from the schoolhouse to the orchard to sprinkle the backs of their charges.

The black pig, "Mr. Rideout," had some of the ways of a little dog, and the boys became really attached to him. When closing time came in June the pigs had to be sold. Many times those who had attended their wants wondered "if Freddie and Mr. Rideout missed them."

In September, 1929, two white baby pigs came to the orchard. They were frightened and homesick; but all this changed. They received the same abundant attentions as their predecessors. They became contented, vociferous and rotund. When they left us early in December their combined weight was two hundred thirty-five pounds. The fact that each animal had accumulated more avoirdupois in those three months than the heaviest of his caretakers had acquired during his whole life was a new matter for consideration. Now, in February, the boys are inquiring if they are to have more pigs in the spring and hoping that "Mr. Goss can find two spotted ones."

To take the place of the pigs two large sheep have been established in the orchard this winter. One boy, who had had experience in feeding the pigs, stood at the fence soon after their arrival. A gentle nose sniffed at his hand. "How polite they are!" he said. Their serene and dignified demeanor, different food habits, and the different sounds made by them, have provided a change of interest. Our chief difficulty is that we are unwilling to give up any species of animal that we have once tried.

Leaf Pit. — The many trees about our grounds let fall quantities of leaves every autumn. Also the soil in the plot which the pupils have for their gardens needs improving. A leaf pit in the orchard seemed, therefore, a logical undertaking. A start on the excavating was made in the fall of 1928. At the same time a large pile of wood was brought to our yard. The boys decided to saw the wood anyway and work on



Perkins Institution

Primary girls enjoying swing, tilts and rocking boat, June, 1929.



Perkins Institution

Primary boys sawing logs to fireplace length, May, 1929



Perkins Institution

Primary boys digging a compost pit in their orchard, October, 1929



Perkins Institution

Primary boys with their two pet pigs, Fred and Mr. Rideout, the names being significant of affection for both biped and quadruped friends, May, 1929

the leaf pit between times. The wood sawing lasted into the spring and the leaf pit was still a secondary consideration. Last fall the boys went at the digging again and the pit was finished. The dimensions are twelve by seven feet with a depth of three feet. The tools used were spades and grub hoes. The boys without sight wanted a chance at the grub hoe and it was found that they could be allowed to use it with supervision. Several of them did very well with it. Boys without sight could also shovel the loosened earth into wheelbarrows to be carried away. Loads of earth or stones were taken to another part of the grounds where a parking area was under construction. Many of these were taken before breakfast, two boys, one with and one without sight, traveling together.

When it came to the gathering of the leaves we had pleasant work in which all were able to take part. Even blind children with poor muscular technique enjoyed going out on the lawns on sunny October afternoons and stuffing the raked up piles into sacks, which were transported by wheelbarrow to the pit. The more ambitious boys wanted to do both the raking and the transporting.

As the contents of the pit settle during the winter, the straw litter removed from our various animal quarters is added. Our plan is to dig this material into our garden as humus at the end of two years. Our ultimate plan is to excavate another pit so that we may have one to be filled each autumn and one ready each spring to have its contents offered wherever they may be desired. In this way we expect to improve our own gardens and make a contribution besides to the general good. Of course, also, we have the fun of the enterprise.

As our boys inspect the growth of their gardens or are welcomed by the animals who receive their care, as they gather eggs or leaves or vegetables, there can be no doubt that they experience those true feelings, descended to us from the primitive husbandman, which are so elemental and satisfying.

ETHEL D. EVANS.

HOWE MEMORIAL PRESS.

WORK ACCOUNT FOR THE YEAR ENDING AUG. 31, 1929.

Plates Embossed:

Literature	2,293
Music	689
	<hr/>
	2,982

Printing:

Braille	113,604
"Weekly News" covers	75,170
Line type covers, labels, cards, etc.	182,090
	<hr/>
	370,864

APPLIANCES AND GAMES.	Made this Year.	Sold this Year.	Total sold from Sept. 1, 1907, to Aug. 31, 1929.
Pocket braille slates	1,078	975	13,042
Desk braille slates	72	1,054	12,097
Card-marking slates	—	20	109
Roller slates	—	—	3
Styluses	10,117	5,043	59,893
Hall braillewriters	—	3	145
Boston braillewriters	—	5	68
Perkins braillewriters, Model A	—	—	106
Perkins braillewriters, Model B	—	—	100
Perkins braillewriters, Model C	—	15	48
Perkins braillewriters, Shorthand	—	—	11
Aluminum writing boards	96	151	1,291
Fiber writing boards	919	806	9,519
Wire Signature guides	—	24	392
Plain pegboards	277	105	883
Reversible pegboards	—	19	239
Map cushions	18	7	56
Caning vises	—	33	61
Wringer presses, power	5	2	3
Wringer presses, hand	1	1	2
Thermometers	—	25	119
Season apparatus	—	—	3
Checkers	191	195	2,781
Dominoes	—	114	2,125
Tit-tat-too	—	—	43
Puzzle-Peg	—	35	234
Cross word	—	1	14
Playing cards	105	126	1,081

FRANK C. BRYAN.

ACKNOWLEDGMENTS.

I.—ACKNOWLEDGMENTS FOR CONCERTS, RECITALS AND DRAMATICS.

To Mr. AARON RICHMOND, for an average of ten tickets for each of four recitals in Jordan Hall, Boston.

To Mrs. ANITA DAVIS-CHASE, for ten tickets for a pianoforte recital by Miss Kate Friskin in Jordan Hall.

To Mr. ROBERT LUNGER, for six season tickets for the concerts by the People's Symphony Orchestra in Hotel Statler, Boston.

To Mr. WILLIAM D. STRONG and Mr. HERBERT BOARDMAN, for fifteen tickets for a pianoforte recital in Steinert Hall, Boston.

To Mr. GEORGE BROWN, for seventeen tickets for his violoncello recital in Jordan Hall.

To His Honor, Mayor NICHOLS, for a general invitation to a song recital by members of the "Red Robe Company" at Shubert Theatre, Boston; and again to a special performance of "Blossom Time" at the Apollo Theatre, Boston.

To Mrs. ISABEL RICHARDSON MOLTER, for twelve tickets for her vocal recital in Jordan Hall.

To Mr. GRANT MITCHELL, for a general invitation to a special performance of his play, "All the King's Men," at the Hollis Theatre, Boston.

To Mr. GEORGE S. WRIGHT, for ten tickets for an entertainment by the Unitarian Club of Watertown.

To Miss HELEN H. WEBBER, secretary, for sixteen tickets for a performance of "Alice in Wonderland" at the Peabody Playhouse, Boston.

To PHILLIPS CHURCH CHOIR, Watertown, for a general invitation to a concert by them.

To Mrs. FRANCIS J. FLAGG, for a general invitation to a performance of "Daddy Longlegs" at Central Congregational Church, Newtonville.

To Mr. F. A. REYNOLDS, manager, for seventy-five tickets for a football game between Manhattan and Boston College.

To Mr. W. L. WHITE, manager, for four tickets for Norumbega Park.

II.—ACKNOWLEDGMENTS FOR RECITALS AND A LECTURE IN OUR HALL.

To Mrs. ISABEL RICHARDSON MOLTER, for a vocal recital.

To Mr. WILLIAM D. STRONG, for a MacDowell pianoforte recital.

To the Rev. AUSTIN T. KEMPTON for an illustrated lecture on the Holy Land.

To Miss MARJORIE GILCHRIST, for a vocal recital.

III.—ACKNOWLEDGMENTS FOR BOOKS, PERIODICALS AND NEWSPAPERS.

American Review (embossed), The Beacon (embossed), Braille Courier (embossed), Le Braille Magazine (embossed), Braille Star Theosophist (embossed), Catholic Review (embossed), Catholic Transcript (embossed), Channels of Blessings (embossed), Christian Record (embossed), Christian Science Monitor, Christian Science Quarterly (embossed), Church Herald for the Blind (embossed), Colorado Index, Congregationalist, through Mrs. GEO. H. REED, Esperanto Ligilo (embossed), Full Gospel Monthly (embossed), Illuminator (embossed), International

Magazine (embossed), Lions Juvenile Braille Monthly (embossed), Lutheran Herald for the Blind (embossed), Lutheran Messenger for the Blind (embossed), Matilda Ziegler Magazine (embossed), The Mentor, The Messenger to the Sightless (embossed), National Magazine for the Blind (embossed), Ohio Chronicle, Optimist, Our Dumb Animals, Our Own (embossed), Il Progresso (embossed), Râja-Yoga Messenger, Red and White (embossed), Rocky Mountain Leader, The Searchlight (embossed), The Theosophical Path, The Utah Eagle, Weekly News (embossed), Weekly Review (embossed), West Virginia Tablet.

To Mr. WILLIAM COOK, Miss G. M. HILL, Mrs. F. K. MERRY, The National Research Council of the District of Columbia, Dr. F. E. PARK, Dr. S. M. STINCHFIELD, and SHERMAN C. SWIFT, for letter press books.

To The American Braille Press, American Brotherhood for Free Reading for the Blind, GEORGE ARLISS, Department of Missions of the Protestant Episcopal Church, Mrs. EBEN FISH, Mrs. O. R. HEINZE, Junior League of Detroit, Michigan, Juniors of the State Federation of New York and Pennsylvania Women's Clubs, Lioness Club of Queens Village, L. I., N. Y., Mr. WALDO NEWCOMER, Miss M. E. REED, Mrs. C. H. TAINTER, Wednesday Evening Literary Club of Philadelphia, Western Pennsylvania School for the Blind, and 20 Lions Clubs, for embossed books.

To MARY PERSIS BAILEY, ELLA BALL, DOROTHY BARTOL, IDA BAYLIES, SARAH F. BREMER, MARY COLBY BUELL, DOROTHY STEARNS GRISPELL, MARY S. HOLBROOK, Junior Red Cross of Madison, N. J., EMMA FISKE SPENCER and ISABEL WESSON, for hand-copied books.

IV.—ACKNOWLEDGMENTS FOR GIFTS.

To Mrs. JOHN CHIPMAN GRAY, Mrs. WALTER C. BAYLIES, Mrs. E. E. PREBLE MOTLEY, Miss ELEANOR S. PARKER, Miss HARRIET SHAW, Dr. CARL STILLMAN, Mrs. L. B. BELL, Miss EDNA VAN HORNE, Miss MARY ADAMS, pupils of Tenacre School, Wellesley, through Miss JANE YEOMANS, the "Little Children of the King" of the Sunday School of Church of the Disciples, through Mrs. LOUISE C. HASTINGS, Mr. C. S. ADAMS, Mrs. REGINA B. HEATON, children of two primary classes of Christ Episcopal Church, Corning, N. Y., through Mrs. RUTH HUTTON, Mrs. EMMA H. McCRAITH, the Primary Department of Union Congregational Church of Weymouth and East Braintree, through Mrs. NEWMAN PAGE, and children of a summer Sunday School at Goodwin's Landing, Marblehead, through L. FRANKLIN LEIGHTON, Jr., for gifts of money; and to Miss EDNA GRYZMISH, for a gift of money with ice cream and cake.

To the BOSTON COMMITTEE FOR THE BLIND, Mrs. Benjamin Tishler, chairman, for gifts of money, clothing, fruit, confectionery and ice cream, personal service to some of our pupils, cottage sociables for the several family groups, a week's camping party for a number of the boys, and regular conveyance for several pupils to and from Temple Israel, Boston.

To Mrs. R. M. ROBB, the Girl Scouts of Somerville, with Capt. ELSIE SIBLEY, Mr. JOHN MARSTON, Miss MARIE B. LIEN, Mrs. MINNIE HOWLAND, Dr. REINHOLD RUELBERG and Miss RUTH E. JACOBS, for Christmas toys, games, pictures and confectionery.

To Mr. MARSTON, Mr. P. HENDRICK, Mrs. C. LESTER VIRGIN, Miss CATHERINE M. LOONEY, Mrs. ALICE M. CROWELL, Mrs. W. M. ARONSON, Mrs. ALEXANDER SIMONS, Mrs. R. H. ISAACS, and Mr. BERTRAM WACHTEL, for clothing.

To Mr. WACHTEL, Mrs. L. ROTHSTEIN, Mrs. K. R. DUNTON and Mr. EDWARD AVIS, for phonographic and Ampico records.

To Mr. CHARLES A. ROME, for an Atwater Kent radio, complete.

To students of Boston Teachers' College, through Miss MARY R. BAILEY, and through the Junior Red Cross Committee, Mrs. GEORGE S. DERBY, Director, for two dozen pairs of roller skates for the younger pupils.

To Mrs. HENRY G. CHAMBERLAIN and Mrs. JOHN K. CURTIS, Mrs. GEORGE H.

MONKS, Miss MARGARET MILLER, Miss HELEN A. BRAGG, and Miss JANE COBERY, for braillewriter, braille and type slates and books.

To Mrs. A. F. BATCHELDER, for an oil portrait of her great-uncle, S. P. Ruggles, early assistant of Dr. Howe in printing and appliance-making.

To Miss ELIZABETH HOXIE, for photographs.

To Mrs. LAURA E. RICHARDS and Miss MARY TRASK, for a watch chain made by Laura Bridgman.

To Mrs. E. W. BEACH and Miss ELEANOR GABELE, for kindergarten cards and papers.

To Mrs. JOHN CHIPMAN GRAY, Miss VAUGHAN and Mr. S. J. KAFELAS, for flowers and a plant; and to Mrs. and Miss AUSTIN and Mr. H. CECIL FISHER, for flowers in commemoration of the Fisher centenary, March, 1929.

LIST OF PUPILS.

OCTOBER 1, 1929.

UPPER SCHOOL.

Barnes, Florence E.	Robinson, M. Viola.
Bedrosian, Mary.	Roy, Catherine L.
Beliveau, Leontine T.	Ruston, Cora.
Bosma, Gelske.	Rymarski, Josephine.
Buckley, Alice.	Saverino, Maimie.
Buckley, Frances A.	Scott, Arline R.
Burt, Eleanor T.	Shea, Mary Ellen.
Call, Melba.	Silvia, Emma.
Cherlin, Mary.	Sordillo, Mary.
Corsi, Angelina.	Stanevicz, Mary.
Crossman, Evelyn M.	Statuta, Mary.
Curran, Ellen A.	Stevens, Charline E.
Czyzewski, Margaret J.	Taylor, Mary J.
Dardioli, Luigina.	Wheeler, Theresa.
DeDominicis, Edith.	Widger, Evelyn L.
Deslauriers, Agnes R. D.	Wilcox, Bertha M.
Dien, Sarah M.	Williams, Phyllis.
Doherty, Kathleen E.	Withrow, Cora.
Downey, Mary A.	Wolf, Hedwig.
Doyle, Mary E.	Wolfson, Martha.
Duquette, Blanche.	Younie, Bernice E.
Edwards, Eleanor B.	Adams, Raymond G.
Elliott, Mary.	Annunziata, Albert.
Farnham, Barbara E.	Anselmo, Manuel V.
Flanagan, M. Ursula.	Bailey, Arnold C.
Gagnon, Eva.	Barrett, Robert C.
Glynn, Helen.	Beaulieu, Ernest.
Goodwin, Helen J.	Berube, Walter.
Guernsey, Rena G.	Bowden, Robert F.
Harasimowicz, Alice.	Burke, Thomas R.
Harley, Rita M.	Butler, M. Joseph.
Hinckley, Geraldine.	Cambardelli, Arthur J.
Ingersoll, Dorothy.	Cammarano, Angelo.
Kazanjian, Zaroozie.	Campbell, Peter F.
Koenker, Geneva.	Caroselli, Andrea.
Lamoreux, Mary J.	Casella, Charles.
Landry, Edwina.	Cetto, Joseph.
L'Heureux, Juliette.	Chombeau, Bertrand.
Libbey, Fannie E.	Comeau, Bernard.
MacDonald, Marion.	Cook, William L.
Macdougall, Mildred D.	Cormier, Alfred.
McNamara, Eileen.	Cowick, Orville H.
Mierzewski, Stephanie.	Czub, Albert.
Milner, Edith L.	Damon, George M.
Miniutti, Desaleina.	Davy, Horace.
Mitchell, Ethel G.	Despres, John P.
Moses, Annie R.	Donovan, Thomas J.
Nowicki, Janina.	Eaton, Charles P.
Ogilvie, Hilda M.	Egan, John P.
Reese, Helen.	Ferguson, George A.

Fiske, Howard R.	Michaud, J. Armand.
Gaffney, George J.	Miskiavitch, Norbert.
Gagnon, René.	Nagle, John F.
Giuliano, Paolo.	Paice, Gerald J.
Goddard, Clarence W.	Parish, Jack W.
Goguen, Raoul.	Pike, Norman N.
Gould, Basil.	Polchlopek, Frank.
Greene, Frank H.	Pontarelli, Rocco.
Grime, G. Edward.	Potvin, Edward.
Hannon, James E.	Powers, William E.
Hatch, Arthur F.	Qualls, Robert.
Jablonske, Joseph.	Rainville, Harvey L.
Keefe, Clarence G.	Reinert, Alfred E.
Kwoisnieski, Thaddeus W.	Rock, Raymond G.
Lahti, George V.	Rubin, Manuel.
Lamarine, W. Leo.	Santos, Tony.
Lankovicz, Stanley.	Shulman, George.
Lincoln, Carlton G.	Silva, Arthur P.
Loesche, Fred.	Simons, Charles.
MacLaughlin, Leroy B.	Spelman, Kenneth.
McDan, Alton E.	Stott, Lester W.
Marchesio, Aldo.	Thompson, R. Lawrence.
Marchesio, Guido.	Tobey, Arthur W.
Maschio, Angelo N. B.	Vachon, Edouard.
McGinnis, Edwin J.	Vincent, A. Roy.
Melanson, Hervé J.	Williams, Clifford.

LOWER SCHOOL.

Accorsi, Annie.	Morris, Irma.
Andrews, Mary.	Mullaney, Margaret L.
Beaudoin, Marie.	Nickerson, Vivian M.
Casella, Frances.	O'Donnell, Louraine.
Cerullo, Ida.	Pepe, Carmella.
Chelifou, Doris E.	Pepe, Philomena.
Clarke, Virginia.	Perry, May B.
Coombs, Shirley.	Polizzi, Jennie.
Cordor, Jennie.	Potter, Ruth.
Correia, Angelina.	Price, Ruth E.
Correia, Fanny.	Reinert, Elsie.
Cox, Ruth A.	Reinert, Marion.
Della Morte, Maria.	Ricker, Ruth.
Del Padre, Eva.	Shiers, Virginia.
Devino, Catherine L.	Shiros, Anna.
Falgione, Helen O.	Souza, Irene M.
Foley, V. Marion.	Surprenant, Lillian V.
Furtado, Matilde.	Swanson, Grace E.
Getchell, Barbara.	Swazey, Mauretta E.
Godin, Leona A.	Szezerba, Mary.
Graham, Alvaetta.	Taylor, Everill.
Gurry, Martha V.	Tebbetts, Margaret E.
Hart, Shirley L.	Therrien, M. Rose.
Hawkins, Rose E. A.	Allen, Alden E.
Holden, Roslyn A.	Autuori, Americo.
Homen, Georgianna.	Barker, Douglas H.
Irwin, Eleanor I.	Bessette, Francis E.
Kennedy, Ethel I.	Bradford, James A.
Logan, Mertys M.	Briggs, Clarence.
Lovejoy, Mildred E.	Chandler, Horace P.
Machon, Wanda.	Cirella, Anthony.
Maffini, Gloria F.	Consigli, Albert.
McEvoy, Evelyn M.	Cookson, Robert.
McNamara, Lorraine.	Correia, Joseph.
Miller, Marie A.	Costa, Anthony.

Cotter, Thomas E.
 Delaney, James D.
 Di Francesco, John.
 DiPippo, Bartolomeo.
 Doncaster, Wendell V.
 Downing, Herbert J.
 Ellis, Warren P.
 English, Nelson.
 Frizzell, Frederick.
 Frost, Robert.
 Gifford, D. Paul.
 Goodwin, Ralph.
 Graham, Douglas M.
 Hannon, John F.
 Hayward, Launcelot H.
 Hull, Richard L.
 Kesselman, Max.
 King, Carl S.
 King, John C.
 Lee, Donald.
 Little, Robert E.
 Lubin, John.
 Macaluso, Biaggio.

Maynard, Merrill A.
 Medeiros, Joseph.
 Morris, Kenneth A.
 Morrison, John J.
 Neuwirth, William A.
 Nichols, Alaric G.
 Pasterczyk, Henry.
 Patch, Robert L.
 Petherick, George.
 Pollino, Anthony.
 Price, Robert V.
 Ramos, Joseph.
 Rives, Louis H.
 Santangelo, Samuel P.
 Sargent, Dumont J.
 Sprague, Charles R.
 Swett, Frank A.
 Tancelle, Gideon.
 Townsend, Harmon R.
 Van Vliet, Franklin E.
 Vennert, Ronald E.
 Zermas, George.

The places from which these pupils come and the number from each place follow: —

Massachusetts	174	Missouri	1
Rhode Island	32	Nebraska	1
Vermont	19	New York	1
Maine	18	North Dakota	1
New Hampshire	10	Ohio	1
New Jersey	2	Oklahoma	1
Connecticut	2	Virginia	1
Alaska	1	Wisconsin	1
Bermuda	1		

CHRISTMAS MUSIC BY THE CHOIR OF PERKINS INSTITUTION AND THE CHILDREN'S CHOIR OF THE LOWER SCHOOL.

MADELINE BROOKS,¹ ALTO, MARY ELLIOTT,¹ ALTO, LORETTA NOONAN,¹ SOPRANO,
ROBERT BARRETT,¹ BARITONE, CHARLES EATON,¹ TENOR.

DWIGHT HALL, SUNDAY AFTERNOON, DECEMBER 16, 1928, AT 3 O'CLOCK; THURSDAY
EVENING, DECEMBER 20, 1928, AT 8.15 O'CLOCK.

MEMBERS OF THE FACULTY PARTICIPATING.

MISS MATTHEWS, SOPRANO, MISS PRATT, ALTO, MISS REED, ALTO, MISS STARBIRD,
ALTO, MISS WOODWORTH, SOPRANO, MR. ANDREWS, TENOR, MR. NEAL, BASS,
MISS SEYMOUR, ACCOMPANIST, MR. HARTWELL, ACCOMPANIST, MISS HILLS,
DIRECTING THE CHILDREN'S CHOIR.

EDWIN L. GARDINER, DIRECTOR.

PROGRAM.

PART ONE.

Noël of the Bressan Waits	Darcieux
Christmas Carol — Sleeps Judea Fair	Hugh Mackinnon
Antiphonal Carol — In Bethlehem	Kingsley
Bas Quercy Carol — The Shepherds and Angels.	
Old French Carol — Little Jacques	Nicolas Martin (1555)
Winter Legendry — A Song for Christmas	Samuel Richards Gaines
Noël de Thevet — French Carol of the 18th Century.	
The Shepherd Boy — Bas Quercy Carol.	
Old French Noël — Bring a Torch, Jeannette, Isabella	Nicholas Saboly
Ballad of St. Stephen (for male chorus)	Hugh A. Mackinnon
A Song for Christmas	Daniel Gregory Mason
Christmas Carol — The Cornish Bells	Tertius Noble
Christmas Song — Glory to God	Augusto Rotoli
Festival Carol — Ring Out, Wild Bells	Percy B. Fletcher

PART TWO.

Excerpts from Noël: A Christmas Pastoral	George W. Chadwick
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¹ Graduates of or pupils at Perkins Institution.

OBSERVANCE OF CENTENARY OF INCORPORATION OF PERKINS INSTITUTION,
MARCH 2, 1929

PROGRAM

IN THE CHAPEL

Introduction	MR. ALLEN
Greetings by the Hon. FRANCIS HENRY APPLETON, President of the Corporation	
Remarks by the Hon. LEVERETT SALTONSTALL, Speaker of the Massachusetts House of Representatives, Member of Board of Trustees	
Music	SCHOOL CHOIR
Readings: The Blind in the Past	
Condition in Europe	MARY STATUTA
Workshops and Schools Abroad	DOROTHY INGERSOLL
Steps leading to the Act of Incorporation	LESTER STOTT
The Act of Incorporation	
MANUEL RUBIN, HORATIO HENDRICK, JOSEPH JABLONSKE	
Facts concerning Dr. Fisher's Life	DOROTHY DANIELS
Dr. Howe's Tribute to Dr. Fisher	MARY STANEVICZ
Music	SCHOOL CHOIR
Remarks by MRS. ARTHUR W. THAYER, representing the Fisher family	

IN FISHER COTTAGE

Song: Fisher Cottage	BY THE GIRLS
Poem in Memory of John D. Fisher, M.D.	JULIA E. BURNHAM
Presentation of Portrait of Dr. Fisher	MR. ALLEN
Acceptance in behalf of Fisher Cottage	IRENE DUQUETTE
Song: Perkins, dear Perkins	BY THE GIRLS

A THREE-ACT PLAY.

IN THE OCTAGON.

A PLAY IN THREE ACTS, BY FRANK PRENTICE RAND.

PRESENTED BY THE "PERKINS PLAYERS"

BY PERMISSION OF THE ROISTER-DOISTERS OF THE MASSACHUSETTS AGRICULTURAL COLLEGE FOR THE BENEFIT OF THE HOWE MEMORIAL CLUB AND THE PERKINS ATHLETIC ASSOCIATION.

PERKINS INSTITUTION, WATERTOWN, MASS.

FRIDAY EVENING, MARCH 15, AT 8 O'CLOCK, AND SATURDAY AFTERNOON,
MARCH 16, AT 3 O'CLOCK.

CHARACTERS.

DR. POVERISH	<i>Aldo Marchesio</i>
DEAN HAMILTON	<i>Robert C. Barrett</i>
PROFESSOR LAMPSON	<i>James E. Hannon</i>
RALPH PROCTOR	<i>Matthew DiMartino</i>
DONALD DOBSON	<i>Alfred Cormier</i>
DR. WINTER	<i>Charles G. Warner</i>
ANNE DUDLEY	<i>Miss Verna M. Hills¹</i>
DORIS HEFFERINTON	<i>Miss Hazel M. Allen¹</i>

SCENE.

A library, octagonal in shape.

ACT I.—Evening.

ACT II.—Ten o'clock the next morning.

ACT III.—Six p.m. the same day.

¹ Of the Faculty.

CONCERT BY THE CHOIR OF PERKINS INSTITUTION.

EDWIN L. GARDINER, CONDUCTOR.

ASSISTED BY A. RALPH TAILBY, BARITONE, AND THE
VANNINI SYMPHONY ENSEMBLE.

UNDER THE AUSPICES OF THE CIVIC MUSIC ASSOCIATION, INC., BOSTON.

JORDAN HALL, MONDAY AFTERNOON, JUNE 10, 1929, AT 4 O'CLOCK.

PROGRAM.

How Lovely is Thy Dwelling-Place (from the Requiem) *Brahms*
Jam Vitae Flumina (from Phoenix Expirans) *George W. Chadwick*
A Summer Idyl *Edward W. Jenkins*¹

(For pianoforte and string quartet.)

The pianoforte will be played by the composer.

The Highwayman *Deems Taylor*
A cantata for chorus of mixed voices, baritone solo and orchestra.

¹ Edward Jenkins, graduate, Perkins Institution, 1922; New England Conservatory of Music, 1926.

GRADUATING EXERCISES OF PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND.

TUESDAY, JUNE 18, 1929, 8 P.M.

PROGRAM.

Chorus — *Jam Vitae Flumina* (from *Phoenix Expirans*) *George W. Chadwick*

Essays:

Boston in 1630.

DORIS MIRIAM SKIPP.

The Boyhood of Oliver Goldsmith.

ALICE LOMBARD COAKLEY.

The Girlhood of Jane Austen.

JEAN GERTRUDE McMEEKIN.

Longfellow at Home.

IRENE MARIE DUQUETTE.

Aria — *With Verdure Clad* (from *The Creation*) *Haydn*

DORIS MIRIAM SKIPP.

Essays:

Problems of Placement and Employment for the Blind.

JAMES E. HANNON.

Toleration and Unification.

ARMAND JOSEPH MICHAUD.

Poultry at Perkins.

HORATIO WILLIAM HENDRICK.

The Necessity for Physical Education in Schools for the Blind.

MATTHEW DEMARTINO.

A New Step in Motion Pictures.

PHILIP E. POFCHER.

Presentation of Diplomas and Certificates.

Chorus — *The Lost Chord*

Sullivan

STATEMENT OF ACCOUNTS.

BOSTON, October Twenty-third, 1929.

Messrs. F. H. APPLETON, JR., WARREN MOTLEY, *Auditors, Perkins Institution and Massachusetts School for the Blind, Watertown, Massachusetts.*

GENTLEMEN: — I have audited the accounts of Albert Thorndike, Treasurer of the Institution, for the fiscal year ending August 31, 1929, and have found that all income from investments and proceeds from sales of securities have been accounted for, and that the donations, subscriptions, miscellaneous receipts, as shown by the books, have been deposited in bank to the credit of the Treasurer of the Institution.

I have vouched all disbursements and verified the bank balances as at the close of the fiscal year.

All of the securities, as shown by the books, were verified either by certification of the custodians, the New England Trust Company, or by correspondence.

I hereby certify that the accompanying statements covering the Institution, Howe Memorial Press Fund, and Kindergarten, correctly set forth the income and expenditures for the fiscal year ending August 31, 1929.

Respectfully submitted,

JOHN MONTGOMERY,
Certified Public Accountant.

INSTITUTION.

BALANCE SHEET, AUGUST 31, 1929.

Assets.

Plant: —

Real estate, Watertown	\$524,858 22
Real estate, South Boston	12,719 52
Real estate, Boston	44,646 25
	<hr/>
	\$582,223 99

Equipment: —

Furniture and household	\$10,655 92
Tools, etc.	2,747 64
Music department	12,790 00
Library department	92,596 82
Works department	16,729 04
	<hr/>
	135,519 42

Investments: —

Real estate	\$273,078 74
Stocks and bonds	1,635,532 10
Stocks and bonds — Varnum Fund	148,261 12
Stocks and bonds — Baker Fund	11,154 83

2,068,026 79

4,016 25

Inventory of provisions and supplies	
Loans receivable	500 00
Accounts receivable	5,182 48
Cash on hand	19,832 29

Total \$2,815,301 22

Liabilities.

General account	\$447,460	78
Funds:—		
Special	\$100,173	31
Permanent	531,997	82
General	1,713,916	85
Unexpended income, special funds	2,346,087	98
Gifts for clock and organ	17,812	58
Vouchers payable	39	00
Accounts payable	2,606	19
Total	1,294	69
Total	\$2,815,301	22

TREASURER'S CONDENSED INCOME ACCOUNT, YEAR ENDING AUGUST 31, 1929.

Rent net income	\$15,091	32
Interest and dividends, general purposes	\$97,283	59
Interest and dividends, special funds	5,408	15
Annuites and trusts	102,691	74
Tuition and board, Massachusetts	1,384	21
Tuition and board, others	\$39,265	00
	27,458	83
Total	66,723	83
Less special fund income to special fund accounts	\$5,408	15
Treasurer's miscellaneous expenses	2,117	34
Repairs on account of faulty construction	2,176	75
Net income	9,702	24
Net charge to Director	\$176,188	86
Balance of income	154,790	47
Net income	\$21,398	39

DIRECTOR'S CONDENSED EXPENSE ACCOUNT, YEAR ENDING AUGUST 31, 1929.

Administration:—		
Salaries and wages	\$9,165	41
Other expenses	445	64
Maintenance and operation of plant:—		
Salaries and wages	\$33,449	39
Other expenses:—		
Provisions	\$15,796	29
Light, heat and power	9,018	21
Household furnishings and supplies	2,904	30
Insurance and water	5,830	36
Repairs	6,510	11
Publicity	2,054	80
Field workers	473	90
Extraordinary expense	609	75
Loss on bad debts	386	26
Depreciation on furniture, household equipment, tools, etc.	5,441	67
Depreciation on buildings, Watertown	13,925	82
Net loss, Works department	2,841	82
Miscellaneous	337	29
Instruction and school supplies:—		
Salaries and wages	\$42,833	31
Other expenses	3,114	35
Total	45,947	66
Less net income, Tuning department	\$155,138	68
Net charge to Director	348	21
Net charge to Director	\$154,790	47

<i>Income Special Funds.</i>	
On hand September 1, 1928	\$16,810 24
Add income 1928-1929	5,408 15
Total	\$22,218 39
Distributed	4,405 81
Unexpended income August 31, 1929	\$17,812 58

WORKS DEPARTMENT.

BALANCE SHEET, AUGUST 31, 1929.

<i>Assets.</i>	
Cash	\$501 57
Accounts receivable	6,503 66
Merchandise inventory	6,538 92
Furniture, tools and equipment	3,184 89
Total	\$16,729 04

<i>Liabilities.</i>	
Main office	\$19,570 86
Less — net loss	2,841 82
Total	\$16,729 04

PROFIT AND LOSS, AUGUST 31, 1929.

<i>Revenue.</i>	
Sales	\$47,221 59
<i>Expenditures.</i>	
Materials used	\$14,212 25
Salaries and wages	27,425 46
General expenses	5,614 55
Auto expense	970 11
Total expenditures	48,222 37
Loss	\$1,000 78
Add: —	
Difference in inventory of tools and equipment	\$1,693 11
Loss on bad accounts	147 93
	1,841 04
Net loss for the year ending August 31, 1929	\$2,841 82

INSTITUTION FUNDS.

Special funds:—	
Robert C. Billings (for deaf, dumb and blind)	\$4,000 00
Marks I. Cohen (for Jewish children)	90 35
John D. Fisher (Scholarship)	5,230 00
Joseph B. Glover (for blind and deaf)	5,000 00
John Goldthwait	1,332 27
Harris Fund (Outdoor Relief)	26,667 00
Maria Kemble Oliver (Concert Tickets)	15,000 00
Prescott (Scholarship)	15,603 95
Elizabeth P. Putnam (Higher Education)	1,000 00
Richard M. Saltonstall (use Trustees)	3,000 00
A. Shuman (Clothing)	1,000 00
Thomas Stringer (care of T. S., etc.)	15,880 32
Julia E. Turner	6,369 42
	\$100,173 31
<i>Amount carried forward</i>	\$100,173 31

Permanent funds:—

George Baird	\$12,895 21
Charles Tidd Baker	11,489 47
Charlotte Billings	40,507 00
Frank W. Boles	75,450 00
Stoddard Capen	13,770 00
Jennie M. Colby, in memory of	100 00
Ella Newman Curtis Fund	2,000 00
Stephen Fairbanks	10,000 00
David H. Fanning	5,010 56
Harris Fund (General Purposes)	53,333 00
Harriet S. Hazeltine Fund	5,000 00
Benjamin Humphrey	25,000 00
Prentiss M. Kent	2,500 00
Kate M. Morse Fund	5,000 00
Jonathan E. Pecker	950 00
Richard Perkins	20,000 00
Henry L. Pierce	20,000 00
Mrs. Marilla L. Pitts, in memory of	5,000 00
Frederick W. Prescott, Endowment	25,338 95
Frank Davison Rust Memorial	4,000 00
Samuel E. Sawyer	2,174 77
Charles Frederick Smith	8,663 00
Timothy Smith	2,000 00
Mary Lowell Stone Fund	4,000 00
George W. Thym	5,054 66
Alfred T. Turner	1,000 00
Levina B. Urbino	500 00
William Varnum Fund	153,267 20
Ann White Vose	12,994 00
Charles L. Young	5,000 00

531,997 82

General funds:—

Charlotte H. Andrews	\$15,169 87
Ellen S. Bacon	5,000 00
Elizabeth B. Bailey	3,000 00
Eleanor J. W. Baker	2,500 00
Calvin W. Barker	1,859 32
Lucy B. Barker	5,953 21
Francis Bartlett	2,500 00
Elizabeth Howard Bartol	5,000 00
Mary Bartol	300 00
Thompson Baxter	322 50
Robert C. Billings	25,000 00
Susan A. Blaisdell	5,832 66
Dehon Blake	500 00
William T. Bolton	555 22
George W. Boyd	5,000 00
Caroline E. Boyden	1,930 39
J. Putnam Bradlee	268,391 24
Charlotte A. Bradstreet	23,273 49
Ellen F. Bragg	7,808 03
Lucy S. Brewer	10,215 36
J. Edward Brown	100,000 00
Maria A. Burnham	10,000 00
T. O. H. P. Burnham	5,000 00
Abbie Y. Burr	200 00
Annie E. Caldwell	4,000 00
Emma C. Campbell	1,000 00
Ellen G. Cary	50,000 00
Edward F. Cate	5,000 00
Robert R. Centro, in memory of	10,000 00
Fanny Channing	2,000 00
Mary F. Cheever	200 00
Ida May Chickering	1,052 03
Ann Eliza Colburn	5,000 00
Susan J. Conant	500 00
William A. Copeland	1,000 00
Louise F. Crane	5,000 00
W. Murray Crane	10,000 00
Harriet Otis Crutft	6,000 00

Amounts carried forward

\$606,063 32 \$632,171 13

Amounts brought forward

\$606,063 32 \$632,171 13

General funds — *Continued*

David Cummings	7,723	07
Chastine L. Cushing	500	00
I. W. Danforth	2,500	00
Charles L. Davis	1,000	00
Susan L. Davis	1,500	00
Joseph Descalzo	1,000	00
Elsie C. Disher	163,250	07
John H. Dix	10,000	00
Mary Frances Drown	18,500	00
Alice J. H. Dwinell	200	00
Mary E. Eaton	5,000	00
Martha S. Ensign	2,505	48
Orient H. Eustis	500	00
Sarah M. Farr	64,247	43
Mortimer C. Ferris Memorial	1,000	00
Thomas B. Fitzpatrick	1,000	00
John Forrest	1,000	00
Ann Maria Fosdick	14,333	79
Nancy H. Fosdick	3,937	21
Sarah E. Foster	200	00
Mary Helen Freeman	1,000	00
Cornelia Anne French	10,000	00
Martha A. French	164	40
Ephraim L. Frothingham	1,825	97
Jessie P. Fuller	200	00
Thomas Gaffield	6,685	38
Albert Glover	1,000	00
Joseph B. Glover	5,000	00
Benjamin H. Goldsmith	11,062	77
Charlotte L. Goodnow	6,471	23
Charles G. Green	39,328	65
Mary Louise Greenleaf	199,189	94
Ellen Hammond	1,000	00
Hattie S. Hathaway	500	00
Jerusha F. Hathaway	5,000	00
Charles H. Hayden	27,461	01
John C. Haynes	1,000	00
Mary E. T. Healey	200	00
Joseph H. Heywood	500	00
Ira Hiland	3,893	37
George A. Hill	100	00
Margaret A. Holden	3,708	32
Charles Sylvester Hutchinson	2,156	00
Eliza J. Kean	40,124	64
Ernestine M. Kettle	10,000	00
Lulu S. Kimball	10,000	00
Lydia F. Knowles	50	00
Catherine M. Lamson	6,000	00
Susan M. Lane	815	71
E. E. Linderholm	505	56
William Litchfield	7,951	48
Mary I. Locke	8,361	89
Hannah W. Loring	9,500	00
Adolph S. Lundin	100	00
Susan B. Lyman	4,809	78
Stephen W. Marston	5,000	00
William H. Maynard	20,163	34
Charles Merriam	1,000	00
Joseph F. Noera	2,000	00
Emily C. O'Shea	1,000	00
Sarah Irene Parker	699	41
William Prentiss Parker	2,500	00
George Francis Parkman	50,000	00
Grace Parkman	500	00
Philip G. Peabody	1,200	00
Elizabeth W. Perkins	2,000	00
Edward D. Peters	500	00
Sarah E. Pratt	2,988	34
Grace E. Reed	5,054	25
Matilda B. Richardson	300	00

Amounts carried forward

\$1,426,531 81 \$632,171 13

Amounts brought forward \$1,426,531 81 \$632,171 13

General funds — *Concluded*

Julia M. Roby	500 00
Mary L. Ruggles	3,000 00
Elizabeth H. Russell	500 00
Marian Russell	5,000 00
Nancy E. Rust	2,640 00
Joseph Scholfield	2,500 00
Sarah E. Seabury	3,116 01
Richard Black Sewell	25,000 00
Charles F. Sherman	2,000 00
Margaret A. Simpson	968 57
Esther W. Smith	5,000 00
The Maria Spear Bequest for the Blind	15,000 00
Henry F. Spencer	1,000 00
Cora N. T. Stearns	53,558 50
Lucretia J. Stochr	2,967 26
Joseph C. Storey	5,000 00
Sophronia S. Sunbury	365 19
Mary F. Swift	1,391 00
William Taylor	893 36
Joanna C. Thompson	1,000 00
William Timlin	7,820 00
Alice W. Torrey	71,560 00
Mary Wilson Tucker	481 11
George B. Upton	10,000 00
Charles A. Vialle	1,990 00
Abbie T. Vose	1,000 00
Nancie S. Vose	300 00
Horace W. Wadleigh	2,000 00
Joseph K. Wait	3,000 00
Harriet Ware	1,952 02
Charles F. Webber	11,250 00
Allena F. Warren	2,828 33
William H. Warren	4,073 17
Mary Ann P. Weld	2,000 00
Adelia C. Williams	1,000 00
Oliver M. Wentworth	300 00
Cordelia H. Wheeler	800 00
Opha J. Wheeler	3,086 77
Samuel Brenton Whitney	1,000 00
Mehitable C. C. Wilson	543 70
Thomas T. Wyman	20,000 05
Fanny Young	8,000 00
William D. Young	1,000 00

1,713,916 85

—————
\$2,346,087 98

HOWE MEMORIAL PRESS FUND.

BALANCE SHEET, AUGUST 31, 1929.

Assets.

Equipment and supplies:—

Printing plant	\$612 21
Machinery	3,079 60
Printing inventory	6,349 64
Appliances inventory	8,308 18
Embossing inventory	554 01
Stationery, etc., inventory	1,024 93

—————
\$19,928 57

Investments:—

Stocks and bonds	191,835 86
Accounts receivable	535 83
Cash on hand	4,206 90

—————
Total \$216,507 16

	<i>Liabilities.</i>	
General account		\$192,063 19
Funds: —		
Special	\$7,000 00	
Permanent	5,000 00	
General	12,090 00	
		24,090 00
Vouchers payable		353 97
Total		\$216,507 16

TREASURER'S CONDENSED INCOME ACCOUNT, YEAR ENDING AUGUST 31, 1929.

Interest and dividends, general purposes	\$14,683 12	
Interest and dividends, special funds	622 00	
		\$15,305 12
Total		50 00
Less Treasurer's expenses		
Net income		\$15,255 12
Net charge to Director		14,880 75
Balance of income		\$374 37

DIRECTOR'S CONDENSED EXPENSE ACCOUNT, YEAR ENDING AUGUST 31, 1929.

Maintenance and operation of plant: —		
Embossing	\$2,156 91	
Printing	9,461 08	
Appliances	6,422 20	
Stationery	729 91	
Library	3,058 22	
Depreciation on machinery and equipment	358 50	
Salaries	2,166 60	
Loss on bad accounts	20 98	
Miscellaneous	297 82	
		\$24,672 22
Less: —		
Discounts	\$21 07	
Sale of appliances	7,568 77	
Sale of books, music, etc.	2,201 63	
		9,791 47
Net charge to Director		\$14,880 75

HOWE MEMORIAL PRESS FUNDS.

Special funds: —		
Harriet S. Hazeltine (printing raised characters)	\$2,000 00	
Deacon Stephen Stickney Fund (books, maps and charts)	5,000 00	
		\$7,000 00
Permanent fund: —		
J. Pauline Schenkl		5,000 00
General funds: —		
Beggs Fund	\$800 00	
Joseph H. Center	1,000 00	
Augusta Wells	10,290 00	
		12,090 00
		\$24,090 00

KINDERGARTEN.

BALANCE SHEET, AUGUST 31, 1929.

Assets.

TREASURER'S CONDENSED INCOME ACCOUNT, YEAR ENDING AUGUST 31, 1929.

Rent net income	\$15,818 38
Interest and dividends, general purposes	89,387 71
Interest and dividends, special funds	1,521 46
Tuition and board, Massachusetts	\$28,890 00
Tuition and board, others	16,140 00
	<hr/>
Total	45,030 00
Less special fund income to special fund accounts	\$151,757 55
Treasurer's miscellaneous expenses	1,212 32
Repairs on account of faulty construction	2,176 75
	<hr/>
Net income	4,910 53
Net charge to Director	\$146,847 02
	<hr/>
Balance of income	\$12,440 16

DIRECTOR'S CONDENSED EXPENSE ACCOUNT. YEAR ENDING AUGUST 31, 1929.

Administration:		
Salaries and wages	9,130	14
Other expenses	638	37
		\$9,768 51
Maintenance and operation of plant:		
Salaries and wages	33,426	57
Other expenses:		
Provisions	16,542	30
Light, heat and power	8,814	47
Tuition and board	8,058	83
Household furnishings and supplies	3,146	53
Depreciation on furniture, household equipment, tools, etc.	1,232	72
Depreciation on buildings, Watertown	11,011	27
		\$33,426 57
<i>Amounts carried forward</i>		\$9,768 51

Amounts carried forward \$33,426 57 \$9,768 51

Amounts brought forward \$33,426 57 \$9,768 51

Other expenses — *Concluded*

Insurance and water	\$5,203 99
Repairs	5,796 26
Publicity	321 56
Field workers	440 46
Extraordinary expense	498 78
Loss on bad accounts	72 13
Psychological research work	603 91
Miscellaneous	3,131 88
	<u>64,875 09</u>

98,301 66

Instruction and school supplies: —

Salaries and wages	\$23,465 00
Other expenses	2,871 69
	<u>26,336 69</u>

Net charge to Director \$134,406 86

Income Special Funds.

On hand September 1, 1928	\$5,173 12
Income 1928-1929	1,521 46
Total	<u>1,521 46</u>
Distributed	\$6,694 58
	<u>370 79</u>

Unexpended income August 31, 1929 \$6,323 79

KINDERGARTEN FUNDS.

Special funds: —

Charles Wells Cook (Scholarship)	\$5,000 00
Helen Atkins Edmonds Memorial (Scholarship)	5,000 00
Glover Fund (Albert Glover, Blind deaf mutes)	1,054 10
Ira Hiland	1,000 00
Emmeline Morse Lane (Books)	1,000 00
Leonard and Jerusha Hyde Room	4,000 00
Lucy H. Stratton (Anagnos Cottage)	7,077 75
	<u>\$24,131 85</u>

Permanent funds: —

Charles Tidd Baker	\$17,233 92
William Leonard Benedict, Jr., Memorial	1,000 00
Samuel A. Borden	4,675 00
A. A. C., in Memoriam	500 00
Helen G. Coburn	9,980 10
M. Jane Wellington Danforth Fund	10,000 00
Caroline T. Downes	12,950 00
Charles H. Draper	23,934 13
Eliza J. Bell Draper Fund	1,500 00
George R. Emerson	5,000 00
Mary Eveleth	1,000 00
Eugenia F. Farnham	1,015 00
Susan W. Farwell	500 00
John Foster	5,000 00
The Luther & Mary Gilbert Fund	8,541 77
Albert Glover	1,000 00
Mrs. Jerome Jones Fund	9,935 95
Charles Larned	5,000 00
George F. Parkman	3,500 00
Catherine P. Perkins	10,000 00
Frank Davison Rust Memorial	15,600 00
Caroline O. Seabury	1,000 00
Phoebe Hill Simpson	3,446 11
Eliza Sturgis Fund	21,729 52
Abby K. Sweetser	25,000 00
Hannah R. Sweetser Fund	5,000 00
Levina B. Urbino	500 00
May Rosevear White	500 00
	<u>205,041 50</u>

Amount carried forward \$229,173 35

General funds:—

Emilie Albee	\$150 00
Lydia A. Allen	748 38
Michael Anagnos	3,000 00
Harriet T. Andrew	5,000 00
Martha B. Angell	34,200 79
Mrs. William Appleton	18,000 00
Elizabeth H. Bailey	500 00
Eleanor J. W. Baker	2,500 00
Ellen M. Baker	13,053 48
Mary D. Balfour	100 00
Mary D. Barrett	1,000 00
Nancy Bartlett Fund	500 00
Sidney Bartlett	10,000 00
Emma M. Bass	1,000 00
Thompson Baxter	322 50
Robert C. Billings	10,000 00
Sarah Bradford	100 00
Helen C. Bradlee	140,000 00
J. Putnam Bradlee	168,391 24
Charlotte A. Bradstreet	13,576 19
Ellen F. Bragg	7,808 04
Lucy S. Brewer	2,791 18
Sarah Crocker Brewster	500 00
Ellen Sophia Brown	1,000 00
Rebecca W. Brown	8,007 80
Harriet Tilden Browne	2,000 00
Katherine E. Bullard	2,500 00
Annie E. Caldwell	5,000 00
John W. Carter	500 00
Kate H. Chamberlin	5,715 07
Adeline M. Chapin	400 00
Benjamin P. Cheney	5,000 00
Fanny C. Coburn	424 06
Charles H. Colburn	1,000 00
Helen Collamore	5,000 00
Anna T. Coolidge	53,873 38
Mrs. Edward Cordis	300 00
Sarah Silver Cox	5,000 00
Susan T. Crosby	100 00
Margaret K. Cummings	5,000 00
James H. Danforth	1,000 00
Catherine L. Donnison Memorial	1,000 00
George E. Downes	3,000 00
Amanda E. Dwight	6,295 00
Lucy A. Dwight	4,000 00
Mary B. Emmons	1,000 00
Mary E. Emerson	1,000 00
Arthur F. Estabrook	2,000 00
Ida F. Estabrook	2,114 00
Orient H. Eustis	500 00
Annie Louisa Fay Memorial	1,000 00
Sarah M. Fay	15,000 00
Charlotte M. Fiske	5,000 00
Ann Maria Fosdick	14,333 79
Nancy H. Fosdick	3,937 21
Elizabeth W. Gay	7,931 00
Ellen M. Gifford	5,000 00
Joseph B. Glover	5,000 00
Matilda Goddard	300 00
Maria L. Gray	200 00
Caroline H. Greene	1,000 00
Mary L. Greenleaf	5,157 75
Josephine S. Hall	3,000 00
Olive E. Hayden	4,622 45
Allen Haskell	500 00
Jane H. Hodges	300 00
Margaret A. Holden	2,360 67
Marion D. Hollingsworth	1,000 00
Frances H. Hood	100 00
Abigail W. Howe	1,000 00

Amounts carried forward

\$632,713 98 \$229,173 35

Amounts brought forward \$632,713 98 \$229,173 35

General funds—*Continued*

Martha R. Hunt	. . . . .	10,000 00
Ezra S. Jackson	. . . . .	688 67
Caroline E. Jenks	. . . . .	100 00
Ellen M. Jones	. . . . .	500 00
Hannah W. Kendall	. . . . .	2,515 38
Clara B. Kimball	. . . . .	10,000 00
David P. Kimball	. . . . .	5,000 00
Moses Kimball	. . . . .	1,000 00
Ann E. Lambert	. . . . .	700 00
Jean Munroe Le Brun	. . . . .	1,000 00
Willard H. Lethbridge	. . . . .	28,179 41
William Litchfield	. . . . .	6,800 00
Mary Ann Locke	. . . . .	5,874 00
Robert W. Lord	. . . . .	1,000 00
Elisha T. Loring	. . . . .	5,000 00
Sophia N. Low	. . . . .	1,000 00
Thomas Mack	. . . . .	1,000 00
Augustus D. Manson	. . . . .	8,134 00
Calanthe E. Marsh	. . . . .	19,211 95
Sarah L. Marsh	. . . . .	1,000 00
Waldo Marsh	. . . . .	500 00
Annie B. Matthews	. . . . .	15,000 00
Rebecca S. Melvin	. . . . .	23,545 55
Georgina Merrill	. . . . .	4,773 80
Louise Chandler Moulton	. . . . .	10,000 00
Maria Murdock	. . . . .	1,000 00
Mary Abbie Newell	. . . . .	5,903 65
Margaret S. Otis	. . . . .	1,000 00
Jeannie Warren Paine	. . . . .	1,000 00
Anna R. Palfrey	. . . . .	50 00
Sarah Irene Parker	. . . . .	699 41
Helen M. Parsons	. . . . .	500 00
Edward D. Peters	. . . . .	500 00
Henry M. Peyster	. . . . .	5,678 25
Mary J. Phipps	. . . . .	2,000 00
Caroline S. Pickman	. . . . .	1,000 00
Katherine C. Pierce	. . . . .	5,000 00
Helen A. Porter	. . . . .	50 00
Sarah E. Potter Endowment	. . . . .	425,014 44
Francis L. Pratt	. . . . .	100 00
Mary S. C. Reed	. . . . .	5,000 00
William Ward Rhoades	. . . . .	5,000 00
Jane Roberts	. . . . .	93,025 55
John M. Rodocanachi	. . . . .	2,250 00
Dorothy Roffe	. . . . .	500 00
Rhoda Rogers	. . . . .	500 00
Mrs. Benjamin S. Rotch	. . . . .	8,500 00
Edith Rotch	. . . . .	10,000 00
Rebecca Salisbury	. . . . .	200 00
J. Pauline Schenkl	. . . . .	5,000 00
Joseph Scholfield	. . . . .	3,000 00
Eliza B. Seymour	. . . . .	5,000 00
Esther W. Smith	. . . . .	5,000 00
Annie E. Snow	. . . . .	9,903 27
Adelaide Standish	. . . . .	5,000 00
Elizabeth G. Stuart	. . . . .	2,000 00
Benjamin Sweetzer	. . . . .	2,000 00
Harriet Taber Fund	. . . . .	622 81
Sarah W. Taber	. . . . .	1,000 00
Mary L. Talbot	. . . . .	630 00
Cornelia V. R. Thayer	. . . . .	10,000 00
Delia D. Thorndike	. . . . .	5,000 00
Elizabeth L. Tilton	. . . . .	300 00
Betsey B. Tolman	. . . . .	500 00
Transcript, ten dollar fund	. . . . .	5,666 95
Mary Wilson Tucker	. . . . .	481 11
Mary B. Turner	. . . . .	7,582 90
Royal W. Turner	. . . . .	24,082 00
Minnie H. Underhill	. . . . .	1,000 00
Charles A. Vialle	. . . . .	1,990 00

Amounts carried forward \$1,465,467 08 \$229,173 35

Amounts brought forward \$1,465,467 08 \$229,173 35

General funds — *Concluded*

Rebecca P. Wainwright	. . . . .	1,000 00
George W. Wales	. . . . .	5,000 00
Maria W. Wales	. . . . .	20,000 00
Mrs. Charles E. Ware	. . . . .	4,000 00
Rebecca B. Warren	. . . . .	5,000 00
Jennie A. (Shaw) Waterhouse	. . . . .	565 84
Mary H. Watson	. . . . .	100 00
Ralph Watson Memorial	. . . . .	237 92
Isabella M. Weld	. . . . .	14,795 06
Mary Whitehead	. . . . .	666 00
Evelyn A. Whitney Fund	. . . . .	4,888 00
Julia A. Whitney	. . . . .	100 00
Sarah W. Whitney	. . . . .	150 62
Betsy S. Wilder	. . . . .	500 00
Hannah Catherine Wiley	. . . . .	200 00
Mary W. Wiley	. . . . .	150 00
Mary Williams	. . . . .	5,000 00
Almira F. Winslow	. . . . .	306 80
Eliza C. Winthrop	. . . . .	5,041 67
Harriet F. Wolcott	. . . . .	5,532 00
		1,538,700 99
		\$1,767,874 47

CONTRIBUTIONS FOR THE PERKINS INSTITUTION.

PRESCOTT FUND FOR SCHOLARSHIP EXPENSE.

Through the Ladies' Auxiliary Society: —

Annual subscriptions														\$992 50
Donations														1,491 00
Cambridge Branch														42 00
Dorchester Branch														26 00
Lynn Branch														29 00
Milton Branch														32 00
														\$2,612 50

ANNUAL SUBSCRIPTIONS.

	<i>Amount brought forward</i>	<i>Amount carried forward</i>
Adams, Mrs. Waldo	\$5 00	\$312 00
Allen, Mrs. Francis R.	3 00	
Amory, Mrs. Wm.	25 00	50 00
Atkins, Mrs. Edwin F.	5 00	5 00
Badger, Mrs. Wallis B.	5 00	5 00
Balch, Mrs. F. G.	5 00	5 00
Baldwin, Mrs. J. C. T.	5 00	5 00
Bangs, Mrs. F. R.	10 00	5 00
Barnet, Mrs. S. J.	5 00	5 00
Beal, Mrs. Boylston A.	10 00	5 00
Boutwell, Mrs. L. B.	5 00	2 00
Bruerton, Mr. Courtney, in memory of his mother, Mrs. James Bruerton	5 00	5 00
Brush, Mrs. Charles N.	10 00	5 00
Burns, Mr. Walter G.	2 00	2 00
Carr, Mrs. Samuel	10 00	3 00
Carter, Mr. R. B.	5 00	3 00
Chamberlain, Mrs. M. L.	5 00	3 00
Chandler, Mrs. Frank W.	5 00	3 00
Chapin, Mrs. Henry B.	10 00	10 00
Chapman, Miss E. D.	2 00	5 00
Clapp, Dr. H. C.	2 00	2 00
Clark, Mrs. Frederic S.	10 00	2 00
Clement, Mrs. Hazen	5 00	5 00
Cobb, Mrs. Charles K.	5 00	10 00
Codman, Miss Catherine Amory Coffin, Mrs. Rockwell A.	10 00	1 00
Cox, Mrs. William E.	5 00	20 00
Craigin, Dr. George A.	5 00	5 00
Curtis, Mrs. Horatio G.	10 00	10 00
Curtis, Miss Mary G.	10 00	1 00
Cushing, Mrs. H. W.	10 00	1 00
Cushing, Miss Sarah P.	5 00	2 50
Dale, Mrs. Eben	5 00	25 00
Damon, Mrs. J. L.	5 00	10 00
Denny, Mrs. Arthur B.	5 00	5 00
Derby, Mrs. Hasket	5 00	5 00
Drost, Mrs. Charles A.	10 00	10 00
Dwight, Mrs. Thomas	1 00	3 00
Edmands, Mrs. M. Grant, for 1928 and 1929	20 00	2 00
Eliot, Mrs. Amory	10 00	5 00
Elms, Miss Florence G.	2 00	10 00
Emerson, Mr. and Mrs. William,	25 00	5 00
<i>Amount carried forward</i>	<i>\$312 00</i>	<i>\$628 50</i>

<i>Amount brought forward</i>	\$628 50	<i>Amount brought forward</i>	\$780 50
Moses, Mrs. Joseph	5 00	Shepard, Mr. Thomas H.	5 00
Moses, Mrs. Louis	1 00	Sherwin, Mrs. Thomas	5 00
Nathan, Mrs. Jacob	2 00	Simpkins, Miss Mary W.	5 00
Nathan, Mrs. John	5 00	Stackpole, Mrs. F. D.	5 00
Niebuhr, Miss Mary M.	1 00	Stackpole, Miss Roxana	5 00
Olmsted, Mrs. J. C.	5 00	Stearns, Mr. Charles H.	10 00
Page, Mrs. Calvin Gates	5 00	Stevens, Miss Alice B.	5 00
Pecker, Miss Annie J.	10 00	Taff, Mrs. William W.	5 00
Peckerman, Mrs. E. R.	2 00	Thomson, Mrs. A. C.	5 00
Perkins, Mr. Edward N.	10 00	Thorndike, Mrs. Augustus L.	5 00
Pickert, Mrs. Lehman	2 00	Tileston, Mrs. John B.	5 00
Putnam, Mrs. J. J.	5 00	Ward, Miss Anita S.	10 00
Ratshesky, Mrs. I. A.	5 00	Ward, Miss Julia A.	5 00
Reed, Mrs. Arthur	2 00	Ware, Miss Mary Lee	5 00
Rice, Estate of Nannie R.	50 00	Warren, Mrs. Bayard	25 00
Richardson, Mrs. Frederic L. W.	5 00	Warshauer, Mrs. Isador	1 00
Robbins, Mrs. Reginald L.	3 00	Weld, Mrs. A. W.	5 00
Rogers, Mrs. R. K.	5 00	Weld, Mrs. S. M.	5 00
Rosenbaum, Mrs. Henry	2 00	Whitman, Mrs. William, Jr.	25 00
Ross, Mrs. Waldo O.	5 00	Willson, Miss Lucy	10 00
Rowlett, Mrs. Thomas	2 00	Windram, Mrs. W. T.	50 00
Russell, Miss Catherine E.	5 00	Withington, Miss Anna S.	1 00
Sargent, Mrs. F. W.	15 00	Young, Mrs. Benjamin L.	10 00
<i>Amount carried forward</i>	\$780 50		\$992 50

DONATIONS.

	<i>Amount brought forward</i>	\$604 00	
Adams, Mrs. Charles H.	\$5 00		
Alden, Mrs. Charles H. for 1928	5 00		
Allen, Mr. Edward E.	72 00	Hubbard, Mrs. Eliot	10 00
Allen, Mrs. Thomas	5 00	Hunnewell, Mrs. Arthur	10 00
Bailey, Mrs. Hollis R.	5 00	Hutchins, Mrs. C. F.	5 00
Barnes, Mr. Joel M.	10 00	Hyneman, Mrs. Louis	2 00
Bartol, Mrs. John W.	10 00	In memory of Mrs. Harriet L. Thayer, through Mrs. Hannah T. Brown	
Bayley, Mrs. M. R.	10 00	Iasigi, Miss Mary V.	5 00
Baylies, Mrs. Walter Cabot	10 00	Johnson, Mr. Arthur S.	10 00
Bicknell, Mrs. William J.	5 00	Joy, Mrs. Charles H.	10 00
Bigelow, Mrs. Henry M.	3 00	Karolik, Mrs. Maxim	5 00
Bigelow, Mrs. J. S.	10 00	Keene, Mrs. Jarvis B.	10 00
Blake, Mrs. Arthur W.	5 00	Kimball, Miss Hannah T.	20 00
Blake, Mrs. Francis, for 1928	10 00	Koshland, Mrs. Joseph	5 00
Bowditch, Dr. Vincent Y.	2 00	Lawrence, Mrs. John	25 00
Bradt, Mrs. Julia B.	5 00	"E. L."	10 00
Brett, Miss Anna K.	15 00	Leland, Miss Ella A.	10 00
Bullens, Miss Charlotte L.	2 00	Leland, Mrs. Lester	100 00
Burnham, Mrs. H. D.	5 00	Loring, Judge W. C.	5 00
C.	10 00	Lowell, Miss Lucy	5 00
Carpenter, Mrs. George A.	5 00	Lyman, Mrs. George H.	10 00
Carter, Mrs. John W.	10 00	McKee, Mrs. William L.	5 00
Clapp, Mrs. Robert P.	10 00	Merriam, Mrs. Frank	10 00
Clark, Mrs. Robert Farley	5 00	Merriman, Mrs. Daniel	5 00
Clerk, Mrs. William F.	2 00	Monks, Mrs. George H.	20 00
Conant, Mr. Edward D.	10 00	Morrison, Miss Jean E.	3 00
Cotton, Miss Elizabeth A.	200 00	Morse, Dr. Henry Lee	5 00
Daland, Mrs. Tucker	10 00	Morss, Mrs. Everett	5 00
Daniels, Mrs. Edwin A.	1 00	Nazro, Mrs. F. H.	2 00
Edgar, Mrs. Charles L.	10 00	Parker, Miss Eleanor S.	10 00
Edwards, Miss Hannah M.	25 00	Peabody, Mr. Harold	20 00
Evans, Mrs. Glendower, for 1928	5 00	Perry, Mrs. C. F.	3 00
Ferrin, Mr. and Mrs. F. M.	10 00	Pfaelzer, Mrs. F. T.	10 00
Gage, Mrs. Homer	50 00	Pitman, Mrs. B. F.	10 00
Gill, Mr. Abbott D.	2 00	Pratt, Mrs. Elliott W.	10 00
Grandgent, Prof. Charles H.	3 00	Prince, Mrs. Morton	15 00
Gray, Mr. R.	5 00	Punchard, Miss Abbie L.	11 00
Greenough, Mrs. C. P.	5 00	Reed, Mrs. John H.	10 00
Guild, Mrs. S. Eliot	10 00	Richards, Miss Alice A.	5 00
Harris, Miss Frances K.	2 00	Richardson, Dr. William M.	100 00
Hatch, Mrs. Fred W.	5 00	Riley, Mr. Charles E.	25 00
Hersey, Mrs. A. H.	5 00		
Houghton, Miss Elizabeth G.	10 00		
<i>Amount carried forward</i>	\$604 00	<i>Amount carried forward</i>	\$1,150 00

<i>Amount brought forward</i>	\$1,150 00	<i>Amount brought forward</i>	\$1,332 00
Ripley, Mr. F. H.	2 00	Talbot, Mrs. Thomas Palmer	1 00
Robbins, Mrs. Royal	10 00	Thayer, Mrs. Ezra Ripley	10 00
Rosenbaum, Mrs. Louis	5 00	Thayer, Mrs. William G.	10 00
Rumels, Miss Flora N.	3 00	Thorndike, Mrs. Augustus	5 00
S., a friend	10 00	Tucker, Mrs. J. Alfred	7 00
Sanger, Mr. Sabin P.	10 00	Vickery, Mrs. Herman F.	20 00
Saunders, Mrs. D. E.	2 00	Wadsworth, Mrs. A. F.	10 00
Scudder, Mrs. Charles L.	2 00	Waite, Miss Louise	1 00
Sears, Mr. Herbert M.	25 00	Walker, Mrs. W. H.	10 00
Sears, Mrs. Knyvet W.	25 00	Warner, Mrs. F. H.	10 00
Sias, Mrs. Charles D.	10 00	Webster, Mrs. F. G.	10 00
Sias, Miss Martha G.	10 00	Wheelwright, Miss Mary C.	5 00
Slattery, Mrs. William	2 00	Wilder, Mr. Charles P.	5 00
Spalding, Miss Dora N.	10 00	Williams, Mrs. Arthur	3 00
Sprague, Mrs. Charles	1 00	Williams, Mrs. C. A.	5 00
St. John, Mrs. C. Henry, in memory of her mother, Mrs. Isaac H. Russell	5 00	Willson, Miss Lucy B.	10 00
Storrow, Mrs. J. J.	50 00	Winsor, Mrs. Ernest	2 00
<i>Amount carried forward</i>	\$1,332 00	Wright, Mr. George R.	25 00
		Ziegel, Mr. Louis	10 00
			\$1,491 00

CAMBRIDGE BRANCH.

	<i>Amount brought forward</i>	\$25 00
Boggs, Mrs. Edwin P.	\$2 00	
Francke, Mrs. Kuno	5 00	
Frothingham, Miss Sarah E.	2 00	Kennedy, Mrs. F. L.
Goodale, Mrs. George L.	1 00	Richards, Miss L. B.
Houghton, Miss A. M., donation	10 00	Thorp, Mrs. J. G.
Howard, Mrs. A. A.	5 00	
<i>Amount carried forward</i>	\$25 00	
		\$42 00

DORCHESTER BRANCH.

	<i>Amount brought forward</i>	\$13 00
Churchill, Judge J. R.	\$1 00	Preston, Miss Myra C.
Churchill, Mrs. J. R.	1 00	Sayward, Mrs. W. H.
Cushing, Miss Sarah T.	2 00	Whiton, Mrs. Royal
Faunce, Miss Eliza H., in memory of her mother, Mrs. Sewall A. Faunce	2 00	Willard, Mrs. L. P.
Hall, Mrs. Henry, donation	2 00	Whitcher, Mr. Frank W., donation
Humphreys, Mrs. Richard C.	2 00	Woodberry, Miss Mary, donation
Jordan, Miss Ruth A.	2 00	
Nash, Mrs. Edward W.	1 00	
<i>Amount carried forward</i>	\$13 00	
		\$26 00

LYNN BRANCH.

	<i>Amount brought forward</i>	\$18 00
Caldwell, Mrs. Ellen F.	\$1 00	
Chase, Mrs. Philip A.	10 00	
Earp, Miss Emily A.	2 00	Page, Miss E. D.
Elmer, Mrs. V. J.	5 00	Smith, Mrs. Joseph N., donation
<i>Amount carried forward</i>	\$18 00	
		\$29 00

MILTON BRANCH.

	<i>Amount brought forward</i>	\$27 00
Jaques, Miss Helen	\$10 00	
Klous, Mrs. H. D.	2 00	
Pierce, Mr. Vassar	10 00	Ware, Mrs. Arthur L.
Rivers, Mrs. G. R. R.	5 00	
<i>Amount carried forward</i>	\$27 00	
		\$32 00

All contributors to the fund are respectfully requested to peruse the above list, and to report either to ALBERT THORNDIKE, Treasurer, No. 19 Congress Street, Boston, or to the Director, EDWARD E. ALLEN, Watertown, any omissions or inaccuracies which they may find in it.

ALBERT THORNDIKE,
Treasurer.

No. 19 CONGRESS STREET, BOSTON.

FORM OF BEQUEST.

I hereby give, devise and bequeath to the PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND, a corporation duly organized and existing under the laws of the Commonwealth of Massachusetts, the sum of dollars (\$), the same to be applied to the general uses and purposes of said corporation under the direction of its Board of Trustees; and I do hereby direct that the receipt of the Treasurer for the time being of said corporation shall be a sufficient discharge to my executors for the same.

.....

FORM OF DEVISE OF REAL ESTATE.

I give, devise and bequeath to the PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND, a corporation duly organized and existing under the laws of the Commonwealth of Massachusetts, that certain tract of real estate bounded and described as follows: —

(Here describe the real estate accurately)

with full power to sell, mortgage and convey the same free of all trusts.

.....

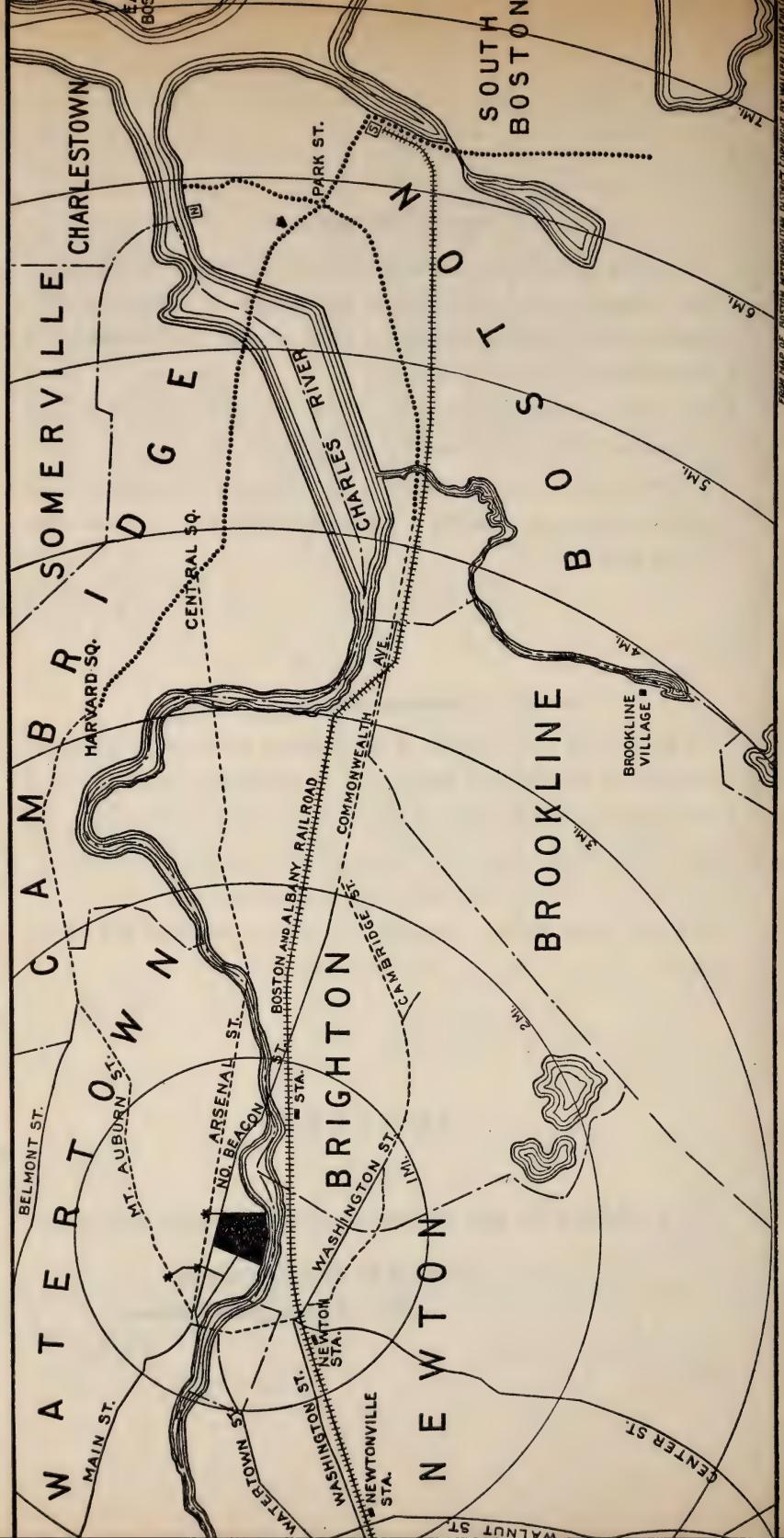
NOTICE.

The address of the treasurer of the corporation is as follows:

**ALBERT THORNDIKE,
No. 19 Congress Street,
Boston.**

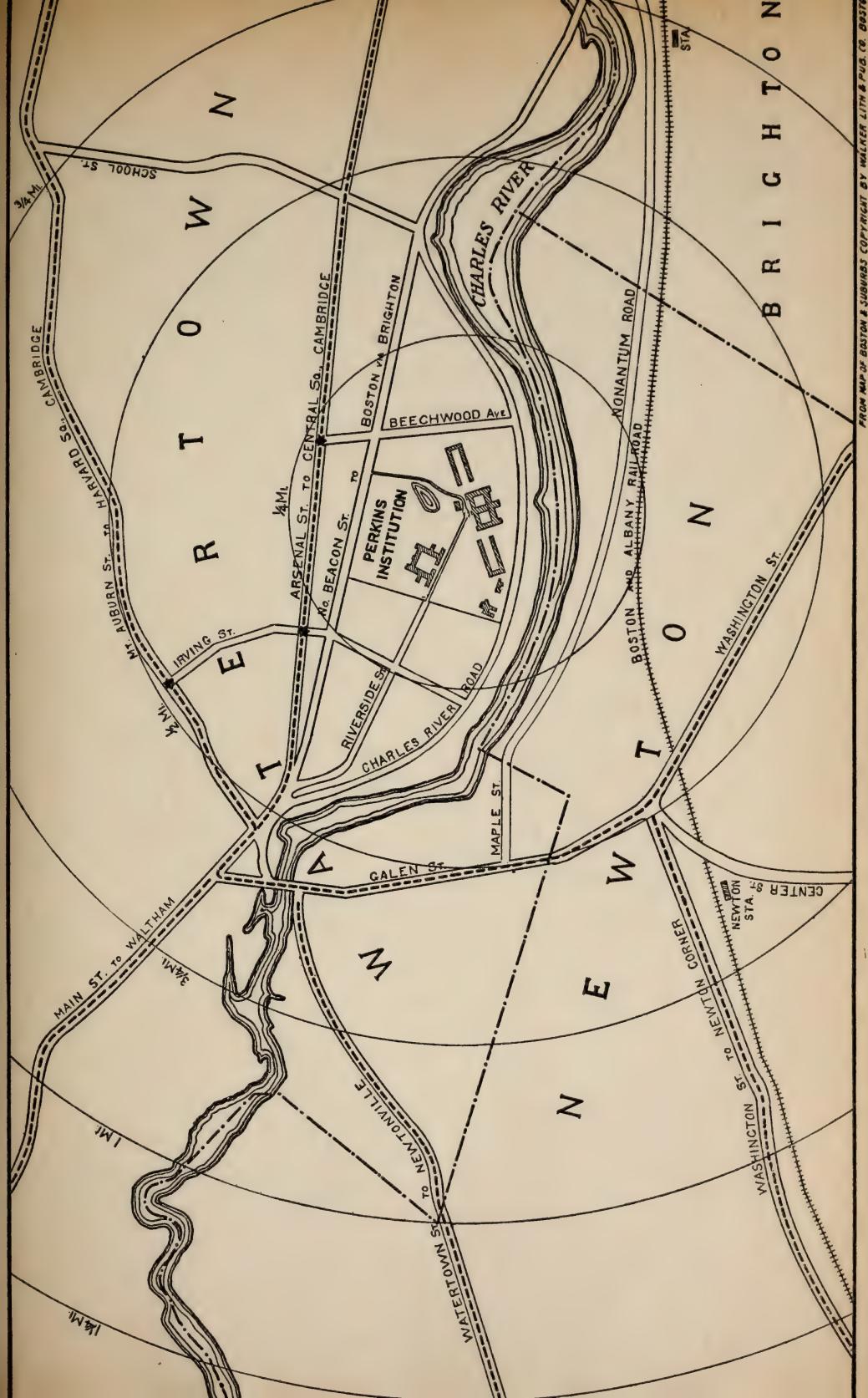
★ CAR STOPS.
..... CAR LINES.
— SUBWAYS.

HOW TO REACH PERKINS INSTITUTION FOR THE BLIND, WATERTOWN, MASS.



ENVIRONMENT OF PERKINS INSTITUTION FOR THE BLIND, WATERTOWN, MASS.

—CAR STUFF.
—CAR LINES.





Primary boys boating on the pond, Perkins Institution. In the background is seen the eastern aspect of the Lower School or Kindergarten. 1915.

**Perkins Institution
and
Massachusetts School
for the Blind**



1930

**Ninety-ninth Annual Report
of the Trustees**

OFFICERS OF THE CORPORATION.

1930-1931.

ROBERT H. HALLOWELL, *President.*
G. PEABODY GARDNER, JR., *Vice-President.*
ALBERT THORNDIKE, *Treasurer.*
EDWARD E. ALLEN, *Secretary.*

BOARD OF TRUSTEES.

WILLIAM ENDICOTT.
PAUL E. FITZPATRICK.
G. PEABODY GARDNER, JR.
ROBERT H. HALLOWELL, *Chairman.*
HENRY HORNBLOWER.
RALPH LOWELL.

REV. GEORGE P. O'CONOR.¹
MISS MARIA PURDON.¹
MRS. GEORGE T. PUTNAM.
WILLIAM L. RICHARDSON, M.D.¹
LEVERETT SALTONSTALL.
RT. REV. HENRY K. SHERRILL.¹

STANDING COMMITTEES.

Monthly Visiting Committee,

whose duty it is to visit and inspect the Institution at least once in each month.

1931.

January HENRY HORNBLOWER.
February MTS. GEORGE T. PUTNAM.
March HENRY K. SHERRILL.
April RALPH LOWELL.
May MISS MARIA PURDON.
June GEORGE P. O'CONOR.

1931.

July PAUL E. FITZPATRICK.
September G. PEABODY GARDNER, JR.
October WILLIAM L. RICHARDSON.
November LEVERETT SALTONSTALL.
December WILLIAM ENDICOTT.

Executive Committee.

ROBERT H. HALLOWELL, *President, ex officio.*
ALBERT THORNDIKE, *Treasurer, ex officio.*
EDWARD E. ALLEN, *Secretary, ex officio.*
MISS MARIA PURDON.
MRS. GEORGE T. PUTNAM.
RALPH LOWELL.
HENRY HORNBLOWER.

Finance Committee.

ALBERT THORNDIKE, *Treasurer, ex officio.*
WILLIAM ENDICOTT.
LEVERETT SALTONSTALL.
G. PEABODY GARDNER, JR.

¹ Appointed by the Governor of the Commonwealth.

OFFICERS OF ADMINISTRATION AND TEACHERS.

EDWARD E. ALLEN, *Director.*

TEACHERS AND OFFICERS OF THE UPPER SCHOOL. LITERARY DEPARTMENT.

Boys' Section.

FRANCIS M. ANDREWS, JR.
MISS ESTHER J. JOHNSON.
CHESTER A. GIBSON.
PAUL L. NEAL.
MISS LIZZIE R. KINSMAN.
MISS CLARA L. PRATT.
MISS FLEDA CHAMBERLAIN.
MISS CLAUDIA POTTER.

Girls' Section.

MISS ELSIE H. SIMONDS.
MISS MARTHA M. BOWDEN.
MISS GENEVIEVE M. HAVEN.
MISS MARY H. FERGUSON.
MISS MARION A. WOODWORTH.
MISS JULIA E. BURNHAM.
MISS GERTRUDE S. HARLOW.
MISS GRACE M. HILL.

Teacher of Practical Housekeeping.

MISS SARAH B. MOODY.

DEPARTMENT OF "SPECIAL METHODS."

MISS JESSICA L. LANGWORTHY.

DEPARTMENT OF PHYSICAL TRAINING.

MATTHEW DI MARTINO.

MISS MARY H. FERGUSON.

MISS LENNA D. SWINERTON.

DEPARTMENT OF MUSIC.

EDWIN L. GARDINER.

MISS HELEN M. ABBOTT.
MISS MARY E. BURBECK.
JOHN F. HARTWELL.

MISS LOUISE SEYMOUR.
MISS BLANCHE A. BARDIN.
MISS ELEANOR W. THAYER.
MISS MABEL A. STARBIRD, *Voice.*
MISS EDITH M. MATTHEWS, *Voice.*

DEPARTMENT OF MANUAL TRAINING.

Boys' Section.

JULIAN H. MABEY.
WILFRED J. KING.
MISS MARY B. KNOWLTON, *Sloyd.*
MISS MARY E. NELSON.

Girls' Section.

MISS FRANCES McGAW.
MISS M. ELIZABETH ROBBINS.
MISS MARIAN E. CHAMBERLAIN.
MISS KATHRYN A. BARNEY, *Substitute.*
MISS ALTHEA R. H. PEDLAR.

DEPARTMENT OF TUNING PIANOFORTES.

ELWYN H. FOWLER, *Manager and Instructor.*

LIBRARIANS AND OFFICE STAFF.

Miss MARY ESTHER SAWYER, *Librarian.*
Miss FLORENCE J. WORTH, *Assistant.*
Miss ANNA GARDNER FISH, *Secretary.*
Miss BERTHE E. SANGELEER, *Assistant.*

Miss HELEN SHAW, *Bookkeeper.*
Miss HENRIETTA DAILEY, *Assistant.*
Miss MATTIE M. BURNELL, *Treasurer*
for the Ladies' Auxiliary Society.

DEPARTMENT OF BUILDINGS.

FREDERICK A. FLANDERS, *Superintendent.*

DEPARTMENT OF HEALTH.

BENJAMIN T. LORING, M.D., *Attending Physician.*
HENRY HAWKINS, M.D., *Ophthalmologist.*
HAROLD B. CHANDLER, M.D., *Ophthalmologist.*
ARTHUR WILLARD FAIRBANKS, M.D., *Pediatrician.*
DR. FRANK R. OBER, *Orthopedic Surgeon.*
HOWARD ARTHUR LANE, D.M.D., *Attending Dentist for the Institution.*
REINHOLD RUELBERG, D.M.D., *Attending Dentist for the Kindergarten.*
MISS ELLA L. LOOMER, R.N., *Attending Nurse.*

DOMESTIC DEPARTMENT.

WALTER S. GOSS, *Steward.*

Matrons in the Cottages.

Boys' Section.

Mrs. PERSIS M. GIBSON, *Bridgman Cottage.*
Mrs. M. CARRIE CANN, *Tompkins Cottage.*
Mrs. MINNIE A. POTTER, *Moulton Cottage.*
Mrs. MARIE C. FREDERICK, *Eliot Cottage.*

Girls' Section.

Miss JENNIE L. KINSMAN, *Fisher Cottage.*
Miss KATHERINE M. LOWE, *May Cottage.*
Mrs. RUTH E. GEER, *Oliver Cottage.*
Mrs. MINNIE D. HUTTON, *Brooks Cottage.*

PRINTING DEPARTMENT.

FRANK C. BRYAN, *Manager.*

Mrs. MARTHA A. TITUS, *Printer.*

MISS MARY L. TULLY, *Printer.*

WORKSHOP FOR ADULTS.

FRANK C. BRYAN, *Manager.*
MISS EVA C. ROBBINS, *Clerk.*

TEACHERS AND OFFICERS OF THE LOWER SCHOOL.
KINDERGARTEN.

Boys' Section.

Miss NETTIE B. VOSE, *Matron*.
Mrs. EMMA H. McCRAITH, *Assistant*.
Miss CAROLYN M. BURRELL, *Kindergartner*.
Miss FEODORE M. NICHOLLS, *Teacher*.
Miss SADIE TURNER, *Teacher*.

Miss ELEANOR W. THAYER, *Music Teacher*.
Miss MARGARET MCKENZIE, *Teacher of Manual Training*.
Miss LENNA D. SWINERTON, *Teacher of Corrective Gymnastics*.
Miss CHARLOTTE A. HEALEY, *Assistant in Corrective Gymnastics*.
Mrs. CORA L. GLEASON, *Home Visitor*.

Girls' Section.

Miss CORNELIA M. LORING, *Matron*.
Miss ETHEL M. GOODWIN, *Assistant*.
Miss W. R. HUMBERT, *Kindergartner*.
Miss SUSAN E. MORSE, *Teacher*.
Miss RHODA B. FINKELSTEIN, *Teacher*.
Miss RUTH HENDRICK, *Teacher*.

PRIMARY DEPARTMENT.

Boys' Section.

Mrs. JENNIE HUCKINS, *Matron*.
Miss ELIZABETH MILLER, *Assistant*.
Miss ETHEL D. EVANS, *Teacher*.
Miss GRACE F. FARRINGTON, *Teacher*.

Miss MARY A. LERMOND, *Teacher*.
Miss MINNIE C. TUCKER, *Music Teacher*.
Miss ROSALIND L. HOUGHTON, *Sloyd*.

Girls' Section.

Mrs. CARRIE C. ROGERS, *Matron*.
Miss G. S. LANGDON, *Assistant*.
Miss BERTHA M. BUCK, *Teacher*.

Miss MARGARET MILLER, *Teacher*.
Miss NAOMI K. GRING, *Music Teacher*.
Miss SHARLIE M. CHANDLER, *Sloyd*.

DEPARTMENT OF APPLIED PSYCHOLOGY.

SAMUEL P. HAYES, Ph.D., *Director*.
SARA M. STINCHFIELD, Ph.D., *Visiting Specialist in Corrective Speech*.
MISS THEODORA B. REEVE, *Assistant in Psychology*.
MISS SINA V. FLADELAND, *Assistant in Corrective Speech*.

DEPARTMENT OF EXPERIMENTAL STUDIES IN CO-OPERATION WITH
THE AMERICAN FOUNDATION FOR THE BLIND.

Mrs. FRIEDA A. KIEFER MERRY, Ph.D., *Supervisor*.
Miss ANNA ROSENBAUM, *Clerk*.

LADIES' VISITING COMMITTEE TO THE KINDERGARTEN.

Mrs. JOHN CHIPMAN GRAY, *Honorary President*.
Mrs. E. PREBLE MOTLEY, *President*.
Miss ELLEN BULLARD, *Secretary*.

Mrs. GEORGE H. MONKS }.....	January.	Miss ELLEN BULLARD.....	May.
Mrs. ALGERNON COOLIDGE }		Miss ELEANOR S. PARKER.....	June.
Mrs. RONALD T. LYMAN }	February.	Mrs. GEORGE T. PUTNAM }	September.
Mrs. HAROLD J. COOLIDGE }			October.
Mrs. HENRY H. SPRAGUE }	March.	Miss BERTHA VAUGHAN	November.
Mrs. ROGER MERRIMAN }		Mrs. E. PREBLE MOTLEY	December.
Miss MARIA PURDON	April.		

Honorary Members.

Mrs. MAUD HOWE ELLIOTT.
Mrs. LARZ ANDERSON.

MEMBERS OF THE CORPORATION.

Abbot, Mrs. Edwin H., Cambridge.
Adams, Karl, Boston.
Allen, Edward E., Watertown.
Allen, Mrs. Edward E., Watertown.
Amory, Robert, Boston.
Amory, Roger, Boston.
Anderson, Mrs. Larz, Brookline.
Appleton, Hon. Francis Henry, Boston.
Appleton, Francis Henry, Jr., Boston.
Appleton, Mrs. Francis Henry, Jr., Boston.
Appleton, Dr. William, Boston.
Bacon, Gaspar G., Jamaica Plain.
Ballantine, Arthur A., Boston.
Bancroft, Miss Eleanor C., Beverly.
Bartlett, Miss Mary F., Boston.
Barton, George Sumner, Worcester.
Baylies, Walter C., Boston.
Baylies, Mrs. Walter C., Boston.
Beach, Rev. David N., Belmont.
Beatley, Prof. Ralph, Cambridge.
Blake, Fordyce T., Worcester.
Blunt, Col. S. E., Springfield.
Boardman, Mrs. E. A., Boston.
Bowditch, Ingersoll, Boston.
Brooke, Rev. S. W., London.
Brooks, Gorham, Boston.
Bryant, Mrs. Wallace, Boston.
Bullard, Miss Ellen, Boston.
Bullock, Chandler, Worcester.
Burditt, Miss Alice A., Boston.
Burnham, Miss Julia E., Lowell.
Burr, I. Tucker, Jr., Boston.
Cabot, Mrs. Thomas H., Boston.
Callender, Walter, Providence, R.I.
Camp, Rev. Edward C., Watertown.
Carter, Mrs. J. W., West Newton.
Clifford, John H., New Bedford.
Coffin, Mrs. R. A., Boston.
Conant, Edward D., Newton.
Coolidge, Mrs. Algernon, Boston.
Coolidge, Francis L., Boston.
Coolidge, Mrs. Harold J., Boston.
Coolidge, William A., Manchester.
Cotting, Charles E., Jr., Boston.
Craig, Mrs. Helen M., Boston.
Crane, Zenas M., Pittsfield.
Crapo, Henry H., New Bedford.
Crosby, Sumner, Cambridge.
Crowninshield, Francis B., Boston.
Cunningham, Mrs. Henry V., Boston.
Curtis, Charles P., Jr., Boston.
Curtis, Mrs. Horatio G., Boston.
Curtis, James F., Boston.
Curtis, Louis, Jr., Boston.
Curtis, Richard C., Boston.
Cutler, George C., Jr., Boston.
Dabney, George B., Boston.
Davies, Rt. Rev. Thomas F., Springfield.
Davis, Livingston, Milton.
Day, Mrs. Frank A., Newton.
Dewey, Francis H., Worcester.
Dexter, Miss Harriett, Boston.
Dexter, Miss Rose L., Boston.
Dolan, William G., Boston.
Draper, Eben S., Hopedale.
Duryea, Mrs. Herman, New York.
Eliot, Rev. C. R., Boston.
Elliott, Mrs. Maude Howe, Newport, R.I.
Ellis, George H., Boston.
Ely, Adolph C., Watertown.
Endicott, Henry, Boston.
Endicott, William, Boston.
Endicott, William C., Boston.
Evans, Mrs. Glendower, Boston.
Fay, Mrs. Dudley B., Boston.
Fay, Mrs. Henry H., Boston.
Fay, Miss Sarah B., Boston.
Fay, Thomas J., Boston.
Fenno, Mrs. L. C., Boston.
Fitzpatrick, Paul Edward, Brookline.
Ford, Lawrence A., Boston.
Freeman, Miss H. E., Boston.
Frothingham, Mrs. L. A., North Easton.
Fuller, George F., Worcester.
Fuller, Mrs. Samuel R., Boston.
Gage, Mrs. Homer, Worcester.
Gale, Lyman W., Boston.
Gardiner, Robert H., Jr., Needham.
Gardner, George P., Boston.
Gardner, G. Peabody, Jr., Brookline.
Gaskill, George A., Worcester.
Gaskins, Frederick A., Milton.
Gaylord, Emerson G., Chicopee.
Geer, Mrs. Danforth, Jr., Shorthills, N.J.
George, Charles H., Providence, R.I.
Gilbert, Wm. E., Springfield.
Gleason, Mrs. Cora L., Boston.
Gleason, Sidney, Medford.
Glidden, W. T., Brookline.
Gooding, Rev. A., Portsmouth, N.H.
Gray, Francis C., Boston.
Gray, Mrs. John Chipman, Boston.
Gray, Roland, Boston.
Grew, Edward W., Boston.
Griswold, Merrill, Boston.
Hall, Miss Minna B., Longwood.
Hallowell, Robert H., Boston.
Hemenway, Mrs. Augustus, Boston.
Higginson, F. L., Boston.
Higginson, Mrs. Henry L., Boston.

Hill, Arthur D., Boston.
Hill, Dr. A. S., Somerville.
Holmes, Charles W., South Hingham.
Homans, Robert, Boston.
Hornblower, Henry, Boston.
Howe, Henry S., Brookline.
Howe, James C., Milton.
Hunnewell, Mrs. H. S., Boston.
Hunnewell, Walter, Jr., Boston.
Hutchins, Mrs. C. F., Boston.
Iasigi, Miss Mary V., Boston.
Ingraham, Mrs. E. T., Wellesley.
Isdahl, Mrs. C. B., California.
Johnson, Arthur S., Boston.
Johnson, Rev. H. S., Boston.
Joy, Mrs. Charles H., Boston.
Kidder, Mrs. Henry P., Boston.
Kilham, Miss Annie M., Beverly.
Kimball, Edward P., North Andover.
King, Mrs. Tarrant Putnam, Milton.
Lamb, Mrs. Annie L., Boston.
Lang, Mrs. B. J., Boston.
Latimer, Mrs. Grace D., Boston.
Lawrence, Mrs. A. A., Boston.
Lawrence, John Silsbee, Boston.
Lawrence, Rt. Rev. Wm., Boston.
Lawrence, Rev. Wm. A., Providence, R.I.
Ley, Harold A., Springfield.
Lincoln, Mrs. George C., Worcester.
Lincoln, L. J. B., Hingham.
Lincoln, Waldo, Worcester.
Livermore, Mrs. Wm. R., New York.
Lord, Rev. A. M., Providence, R.I.
Lothrop, Mrs. T. K., Boston
Lovering, Mrs. C. T., Boston.
Lovering, Richard S., Boston.
Lowell, Abbott Lawrence, Cambridge.
Lowell, James Arnold, Boston.
Lowell, James H., Boston.
Lowell, Miss Lucy, Boston.
Lowell, Ralph, Boston.
Luce, Hon. Robert, Waltham.
Lyman, Mrs. Ronald T., Boston.
MacPhie, Mrs. E. I., West Newton.
Macurdy, William T., Watertown.
Marrett, Miss H. M., Standish, Me.
Mason, Mrs. Charles E., Boston.
Mason, Charles F., Watertown.
McElwain, R. Franklin, Holyoke.
Merriman, Mrs. D., Boston.
Merriman, Mrs. Roger B., Cambridge.
Merritt, Edward P., Boston.
Meyer, Mrs. G. von L., Boston.
Minot, The Misses, Boston.
Minot, James J., Jr., Boston.
Minot, J., Grafton, Boston.
Minot, William, Boston.
Monks, Mrs. George H., Boston.
Montagu, Mrs. H. B., Kelton, England.
Morgan, Eustis P., Saco, Me.
Morgan, Mrs. Eustis P., Saco, Me.
Morison, Samuel Eliot, Cambridge.
Motley, Edward, Nahant.
Motley, Mrs. E. Preble, Boston.
Motley, Warren, Boston.
Norcross, Grenville H., Boston.
Norton, Miss Elizabeth G., Boston.
O'Conor, Rev. Geo. P., Dedham.
Osgood, Mrs. E. L., Hopedale.
Parker, Miss Eleanor S., Boston.
Parker, W. Stanley, Boston.
Parkman, Henry, Jr., Boston.
Partridge, Fred F., Holyoke.
Peabody, Rev. Endicott, Groton.
Peabody, Frederick W., Boston.
Peabody, Harold, Boston.
Peabody, Philip G., Boston.
Peabody, W. Rodman, Boston.
Pickman, D. L., Boston.
Pickman, Mrs. D. L., Boston.
Pierce, Mrs. M. V., Milton.
Plunkett, W. B., Adams.
Pope, Mrs. A. A., Boston.
Poulsen, Miss Emilie, Boston.
Powers, Mrs. H. H., Newton.
Pratt, George Dwight, Springfield.
Prescott, Oliver, New Bedford.
Proctor, James H., Boston.
Purdon, Miss Maria, Boston.
Putnam, F. Delano, Boston.
Putnam, Mrs. George T., Dedham.
Putnam, Mrs. James J., Boston.
Rantoul, Neal, Boston.
Read, Mrs. Robert M., Medford.
Rice, John C., Boston.
Richards, Mrs. H., Gardiner, Me.
Richards, Henry H., Groton.
Richardson, John, Jr., Readville.
Richardson, Mrs. John, Jr., Readville.
Richardson, Mrs. M. G., New York.
Richardson, W. L., M.D., Boston.
Riley, Charles E., Boston.
Roberts, Mrs. A. W., Newton Centre.
Robinson, George F., Watertown.
Rogers, Miss Flora E., New York.
Rogers, Henry M., Boston.
Russell, Otis T., Boston.
Russell, Wm. Eustis, Boston.
Saltonstall, Leverett, Chestnut Hill.
Saltonstall, Mrs. Leverett, Chestnut Hill.
Sargent, Miss Alice, Brookline.
Shattuck, Henry Lee, Boston.
Shaw, Bartlett M., Watertown.
Shepard, Harvey N., Boston.
Sherrill, Rt. Rev. Henry K., Boston.
Slater, Mrs. H. N., Boston.
Sohier, Miss Emily L., Boston.
Stafford, Rev. Russell Henry, Boston.
Stearns, Charles H., Brookline.
Stearns, Wm. B., Boston.
Sturgis, R. Clipston, Boston.
Thayer, Charles M., Worcester.
Thayer, John E., South Lancaster.
Thayer, Mrs. Nathaniel, Boston.
Thomas, Mrs. John B., Boston.
Thorndike, Albert, Boston.

Thorndike, Miss Rosanna D., Boston.
Tifft, Eliphalet T., Springfield.
Tilden, Miss Alice Foster, Milton.
Tilden, Miss Edith S., Milton.
Tufts, John F., Watertown.
Underwood, Herbert S., Boston.
Van Norden, Mrs. Grace C., Pittsfield.
Ware, Miss Mary L., Boston.
Warren, Miss Annie C., Boston.
Warren, Bayard, Boston.
Warren, Bentley W., Williamstown.
Washburn, Mrs. Frederick A., Boston.
Waters, H. Goodman, Springfield.
Watson, Thomas A., Boston.
Watson, Mrs. Thomas A., Boston.
Wendell, William G., Boston.
West, George S., Boston.
Wheeler, Miss Lucy, Boston.
White, George A., Boston.
Whittall, Matthew P., Worcester.
Wiggins, Charles, 2d, Dedham.
Wilder, Charles P., Worcester.
Winsor, Mrs. E., Chestnut Hill.
Winsor, Robert, Jr., Boston.
Winthrop, Mrs. Thomas L., Boston.
Woleott, Roger, Boston.
Wright, Burton H., Worcester.
Wright, George R., Sharon.
Wright, George S., Watertown.
Young, Mrs. Benjamin L., Boston.
Young, B. Loring, Weston.

SYNOPSIS OF THE PROCEEDINGS OF THE ANNUAL MEETING OF THE CORPORATION.

WATERTOWN, November 5, 1930.

The annual meeting of the corporation, duly summoned, was held today at the institution, and was called to order by the president, Hon. Francis Henry Appleton, at 3 P.M.

The proceedings of the last meeting were read and approved.

The annual report of the trustees was accepted and ordered to be printed, with the addition of other matters of general interest to the work.

The report of the Treasurer was accepted and ordered on file, together with the certificate of the Certified Public Accountant.

Voted, That acts and expenditures, made and authorized by the Board of Trustees, or by any committee appointed by said Board of Trustees, during the last corporate year, be and are hereby ratified and confirmed.

The corporation then proceeded to the choice of officers for the ensuing year. President Appleton having stated that he wished now to withdraw from the presidency, in which position he had served for more than thirty years, the name of Robert H. Hallowell was placed on the ballot for this office. The following persons were unanimously elected: *President*, Robert H. Hallowell; *Vice-President*, William L. Richardson*; *Treasurer*, Albert Thorndike; *Secretary*, Edward E. Allen; *Trustees*, William Endicott, Paul E. Fitzpatrick, G. Peabody Gardner, Jr., Henry Hornblower, Ralph Lowell, Mrs. George T. Putnam and Leverett Saltonstall. The President appointed, and the meeting confirmed, John Montgomery, Certified Public Accountant, auditor of the accounts of the institution. Mr. Henry Hornblower was elected to membership in the corporation.

Voted, To accept with regret the resignation of Mrs. George Angier of Newton, from membership in the corporation, on account of her inability to attend the meetings.

The Secretary mentioned several lines of activity and progress, among them a new industrial class in the boys' manual training department, and he invited those present to visit this new group at the close of the meeting, which was thereupon dissolved.

EDWARD E. ALLEN,
Secretary.

*Dr. Richardson having declined re-election, Mr. G. Peabody Gardner, Jr., became Vice-President in his stead by vote of the Board of Trustees.

REPORT OF THE TRUSTEES.

PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND,
WATERTOWN, November 5, 1930.

LADIES AND GENTLEMEN:—The education of blind children, while relatively costly, is not actually so when we consider how it is obtained. These children, who have been shut-ins at home, thrive best under kindergarten influences even when 5 or 6 years of age, and usually begin school work at 8, or 2 years behind their seeing brothers and sisters. They end grammar school at about 16, and high school at 20 or 21. Meanwhile, however, they have studied more hours and in more departments than others commonly do: manual training and music, for example; and in some respects have obtained by graduation a fuller and more rounded teacher-induced schooling. For best results we study them psychologically from the beginning, keeping their classes small and varied; but this means many instructors. Our pupilage averages 270; our teaching staff, all told, 56: 2 principals, 3 and sometimes 4 kindergartners, and in the grades and high school 21 teachers; in physical training (including corrective gymnastics and corrective speech) 7; in manual training 11; in music and piano-tuning 9; in domestic training 2. The proportion is 1 teacher to 5 pupils. The cost of instruction alone is then from 4 to 5 times as much as that for the same number of seeing children going daily to public school. But we are a residential school, and make the most of that necessity. That is, we not only house the pupils in self-containing cottage families but distribute the teachers there, too, and so bring about the leavening and conditioning contact with the children which our 3 directors have always deemed invaluable. A large modern boarding-school plant like ours also necessitates many employees for care, service, and upkeep. All

this, together with the medical care and protection we provide, means a yearly outlay for household quite equal to that for instruction. Even so, the environmental influences the pupils have of dwelling in a quickening and inspiring atmosphere for a few years is well worth all it costs, as our large body of socially competent graduates abundantly testifies. More loyal alumni and alumnae one will seek far to find. Endowed institutions of our sort may be properly looked at as state-aiding, rather than as state-aided. And as for the amount of our covering fee, \$400, the same whether to state or to private individual, we believe there is in this country no corporate institution of similar character whose tuition charge is so little. The usual boarding-school for seeing youth regularly charges from three to four times as much and asks those who study music and manual training to pay extra.

No; the cost of trying as fully as we do to make up to normal blind youth through schooling and socialization for their tremendous handicap is not excessive. It is unavoidable; or rather, is avoidable only by not permitting normally born children to go blind. The presence of such children is now and always will be a community responsibility. Of course this is a modern idea. A generation ago society had scarcely sensed the fact that it could reduce the usual proportion of its blind, even among children. It classified them among "the unfortunates" and accepted their burden as inevitable. The signal success of prevention of unnecessary blindness since 1900 is such as to make one optimistically believe in the eventual stopping of most if not all of it. In the school years of the decade 1890-1900, babies' sore eyes contributed to our pupilage about 1/5 or 20 per cent. Last year it contributed exactly 1/48. But our number of pupils keeps up; their yearly come and go being about the same—from 35 to 45.

This autumn the entrants were 43. Several causes account for this large number: There have been more readmissions than commonly—a few former pupils have returned with

renewed health or for special vocational study; the home visitor and state agents have discovered additional children who need to be here; New Jersey, because of lack of room elsewhere, has elected to send six to us; some of the newcomers are entered as "special students" of music, manual training or domestic science, or of the courses in teacher preparation; a few have entered the workshop or the teaching force.

Last June the retiring pupils numbered 33. The weaker of these will never carry their own weight in life. But of the rest we may confidently expect that most will do so, since blindness not infrequently strengthens a youth. In all the years of the school, our graduates have given a good account of themselves. They are still doing so, brave heroes of the spirit that they are. But periods of general unemployment like the present bear hard upon most new aspirants for work, and especially so upon the handicapped. Their placement agents face a discouraging situation. Meanwhile, the more courageous and resourceful succeed somehow. Here is a single illustration: A totally blind boy from the country graduated in 1928. Since then he has carried on at home a roadside fruit and vegetable stand with confectionery and side lines of cider, eggs and poultry. Being mechanical, he sometimes changes tires for a passing automobilist in trouble. Betweenwhiles he makes rustic picture frames for sale, the sort that people want. He has now annexed a gasoline filling tank and pump; and he does everything himself and, besides, milks the home cow and cares for the poultry. Blindness alone couldn't keep such a boy down. He has learned to make the most of what he has left.

Perkins Institution is different from an ordinary school. We carry on an extraordinary variety of activities. We teach largely through doing and making, and when giving a special demonstration bring together into a single centre about 60 boys and girls, each doing or constructing something: finger reading aloud, writing braille, typewriting; drawing a simple outline map or a geometrical figure with

plasticine; working out an experiment in physics, handling a dissectible papier-maché flower, loom-weaving a mat or rug, nailing up a wooden box, rush-seating a chair; knitting, crocheting, sewing by hand or machine; cutting out and making a simple garment; making a pie; making and unmaking a bed; tuning a piano; playing table games—cards, dominoes, checkers and chess; etc., etc. In an adjoining room we show social and æsthetic dancing; in another, four-part chorus singing; in the pool, swimming and diving; on the playground an intercottage match of modified or adapted football, or some other competitive sport like pass-ball, jumping, stilt or bag-racing, sprinting, and putting the shot.

The school in London where our director obtained his initial inspiration for bringing out the best in blind youth was always demonstrating the capacities of its pupils. He declares that no similar school ever has placed in earning positions a larger proportion of its product. He believes that unless the public can be made willing to employ trained blind people of parts, our plan of education might as well be limited to the cultural, with enough of the practical to furnish busy work and other pleasurable occupation. He explains all this very carefully to pupils and teachers alike, and then proceeds to practise it. Since our removal to Watertown in 1912, he has so consistently carried out this policy of educating the public that neighboring colleges, schools, societies and associations know that visits of inspection are really desired. Their instructors and leaders must feel that our welcome is hearty; for they come and come again each year, bringing different groups who cannot but be alike sobered and helped in spirit while surrounded by the cheerful earnestness of students who cannot see. One or the other of our two principal teachers usually conducts about the premises all large groups of students from colleges utilizing Perkins in their field work instruction—Harvard, Radcliffe, Wellesley or Simmons. Each such group makes an afternoon of it and carries away a

chastened understanding of what blindness both means and need not mean, such as no amount of reading or telling could have implanted. If it is true that the practical results of the education of the blind are pretty much what the public concedes them to be,—and we are convinced that they are,—then we feel more than justified in having built as we did, and where we did, not only to bring education and uplift to our pupils but also to convince as many of the busy world as possible of the beauty and worthwhileness of our cause.

The special preparation of teachers of blind children and of workers in the general field of blindness and the blind—this too has prospered as much as any such pioneering can be expected to prosper. The course on the Education of the Blind which Harvard's Graduate School of Education has been offering for the past decade, and of which Mr. Allen is lecturer, is not a summer one, of theory only, but continues throughout half the academic year and so can be both theory and practice, being conducted as it is at our school while this is in full swing. Indeed, what with the activities going on there and the much required reading and study in its *blindiana* library, the students of the course put all their working time into it. Then when it is finished, most of them remain until June to cap this foundational course with another, our own course in special methods of classroom teaching. For any unprepared person to teach the common school in the hit-or-miss way of three-quarters of a century ago is wasteful and wrong. It is equally, if not more, so for such person not specially prepared to try to teach in the uncommon school like ours, most of whose classes contain pupils who have never seen and cannot visualize how things look, pupils who only remember what light and color are, pupils who see everything distorted, and pupils who still recognize form and color through the eye. What a mixture of individual psychologies is here! Few new teachers, whether normally trained or not, really teach effectively for us until their second year; that is,

unless they have had experience with blind people or taken the above-named preparatory courses. As we announced last year, we now rarely have to appoint teachers ignorant of our specialty; but this unique possibility is alike new and novel.

Dr. Samuel P. Hayes, professor of psychology at Mt. Holyoke College and head of our own department of this science, gave at Watertown last winter a brief, professional course based on Book's "How to Study Effectively." His class comprised all our academic teachers, the students of the Harvard and Special Methods courses and such of our advanced pupils as could find the time. It would seem as though every genuine teacher would wish to know all she could of this study, which should dignify her calling to her.

The University of Pennsylvania has now made Mr. Allen a Doctor of Science, and the National Institute of Social Sciences has elected him to its membership in recognition of his work in his chosen field of activity. We have been gratified to have our Director placed upon the committee for the handicapped of the White House Conference on Child Health and Protection. He has done his part toward having adopted as a fundamental principle this rather advanced idea: The Handicapped Child to be Regarded as a Social Asset.

We are glad too to have succeeded this season in broadcasting more than our usual educational publicity on Perkins, its problems and the cause of its blind people. This we have done through the press and the radio.

The moving picture of Perkins activities continues to be shown not only to thousands of friends throughout New England but even abroad: in Japan, Mexico and Colombia, whither students returning from Watertown have carried duplicate films; and last season in Brazil, Argentina, Chile, Peru, Cuba and Jamaica, where Mr. and Mrs. Rufus Graves Mather used the picture as part of their educational propaganda in behalf of the young blind of these countries. The same picture has also been sent to Vienna.

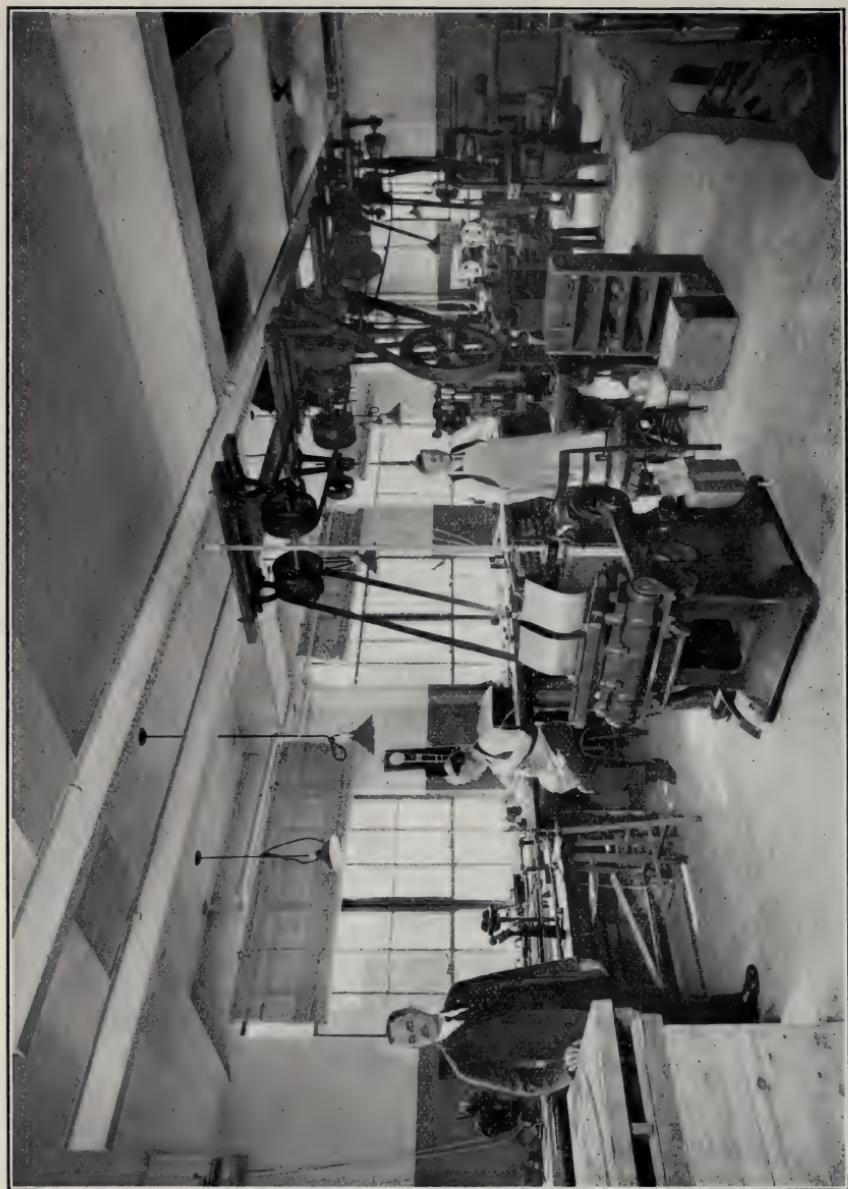
For the past four school years we have kept and taught at the expense of our Glover Fund a deaf-blind youth, Clarence Goddard, from Nebraska. He came to us a pleasing and well-bred boy of seventeen years, and has since grown in character and culture. Having retained his speech he can be communicated with readily and directly either through finger spelling or palm writing. He is fond of braille reading and has enjoyed his school studies and associations. But next to reading, the making and doing of things under manual-training teachers became his chief pursuit. He seemed to realize that handicrafts might serve as his mainstay for constructive occupation and income. We taught him simple carpentry, the several sorts of chair reseating, and rug weaving. Clarence was quiet rather than social; yet he made and kept friends, especially among the teachers. His manner was the reverse of effusive and his temperament allowed him to act as cheerfully resigned to his lot, which is indeed a hard one, and to resort often to his bed for rest of both mind and body. Being a Westerner in spirit, he gladly went to his home summers and last June said that he would be content not to return East. What will become of him will depend more upon circumstances than upon himself. He writes that he has expectations of teaching occupational therapy in a Nebraska institution.

The West has sent to us this fall Winthrop Clark [“Tad”] Chapman, a lad of fifteen who is likewise deaf and blind, having been so since his fifth year. His educational environment has been that of a school for deaf children. This has given him the foundations of language, most interestingly taught, also habit and character training. He is a fine boy. He now comes to a school for blind children in order to live in an environment where English is the natural expression of his mates and where he will find an abundance of tangible aids to knowledge, such as no other kind of school needs to have.

Perkins Industrial Building, South Boston. Dedicated May 22, 1930.

Caretaker's house and garage at right.





Machine Shop for the Manufacture of Braille Appliances and Games for the Blind.

The successful education of these doubly shut-in persons is always an achievement wherever done. The *Atlantic Monthly* published last year a captivating autobiographical story of the education of Kathryn Frick, which had been carried on at a school for the deaf* by a teacher† who is herself deaf. Professor Walter B. Pitkin‡ has recently credited to Helen Keller a place among the very few living Americans whose careers he rates as of topmost significance; and to Mrs. Macy, her teacher, who has been blind, a rank under her pupil's only in that she had fewer handicaps to overcome.

In last year's report we told of the proposed new building to house our works department at South Boston. The final transfer from old to new quarters became feasible by March 15, on which date our men began work there. Then, as soon as the old shop could be torn down and its site obliterated and made attractive, we held a formal opening to which some 300 specially invited guests came. The speakers there included the Governor of the Commonwealth and Boston's Superintendent of Schools, who also represented the Mayor of the City.

This opening and the publicity given to it was our bid for enough additional business to provide the blind men with constant work. They make and renovate hair mattresses and feather pillows and recane all sorts of chairs. Old chairs to mend come in constantly, but the other two industries, unfortunately for the workmen, are seasonal. The new building can store mattresses and pillows for which the owners are in no hurry; and if customers will but let the shop or its salesroom at 133 Newbury Street know, our trucks—for we now run two—will call for the work and return it as soon as wanted. We both make and renovate the articles as economically and as well as any first-class house does.

*Pennsylvania Institution for the Deaf. †Miss Elizabeth E. Foley.
‡*New York Herald Tribune*, September 21, 1930.

Miss Flora Fountain died last May. Though not physically strong, she had been able to serve us uncommonly well for the past thirty years as assistant matron at the lower school. Miss Ada Bartlett resigned at the close of the school year, after having been the valued assistant matron and matron of the girls' primary for twenty-seven years. Her record is extraordinary in that until last spring she had never had to open her house infirmary for a case of illness. Miss Caroline E. McMaster likewise resigned in June, which brought to a close a life career as teacher. She had come to our boys' upper school forty years ago and, finding her duties congenial, had continued to perform them with consecration and success as long as health and strength permitted.

The Howe Memorial Press, though continuing to emboss annually a goodly number of braille books, has paid particular attention of late to manufacturing reliable school appliances and games and to distributing these and other special supplies to meet a steadily increasing demand by blind people all over the country. Most of the books and other braille material was for immediate use in our primary department, partly for trying out the improved methods in teaching finger reading introduced by the supervisor of the joint Experimental School, but mostly for application in the shape of short stories alike for class purposes and for voluntary reading.

Perkins in its long history of 98 years has had exceptional staffs of teachers and officers, but never a stronger one than today. A fair proportion of the teachers are blind people. There is something about such a residential school as ours which attracts the right persons, most of whom remain for life careers among blind children. It is the unconscious tuition of their consecrated characters which especially counts in our multiple family school life. Among the officers and teachers are twenty-three who have so served for a quarter-century or more. They were originally employed by Mr. Anagnos, are still our mainstays and are

fully as necessary to the stability of the good old Perkins traditions as are new people for the accession of new ideas and the youthful enthusiasms which school boys and girls thrive on.

Our Perkins community of some 400 members, distributed as these are in fifteen groups for living and in six for schooling, Mr. Allen administers indirectly through heads of departments, on whom he puts the responsibility that should lead to best results. In this he has wisely followed both his predecessors. Having also an efficient office staff, he has been able both to pursue this policy of government and to conserve his time and strength: first, for shepherding his flock and championing the helpless among them against exploitation, as he likes to do; and second, for extending the institution's influence outside in behalf of an improved mutual understanding between the public and their young charges who are blind. The preparation of exceptionally handicapped individuals for maximum diffusion in society was a lifelong principle followed by that Servant of Humanity, Dr. Samuel G. Howe, who was our first director. In so far as his two successors have been able to carry out this principle can it be said that Perkins Institution and Massachusetts School for the Blind is the lengthened shadow of this great and wise man.

On the first of October, 1930, there were registered at Perkins Institution 307 blind persons, or two more than the number listed just a year previous. This enrollment includes 78 boys and 72 girls in the upper school, 61 boys and 58 girls in the lower school, 17 teachers and officers, and 21 adults in the industrial department at South Boston. There have been 61 admitted and 59 discharged during the year.

*Causes of Blindness of Pupils admitted during the School Year 1929-30.—*Ophthalmia neonatorum, 1; Optic atrophy, 8; Congenital optic atrophy, 7; Optic atrophy and congenital cataract, 7; Congenital cataracts, 2; Congenital amblyopia, 1; Congenital coloboma of choroid, 1; Albinism,

1; Retinitis pigmentosa, 1; Leucoma corneæ, 5; Staphyloma of cornea and shrunken cornea, 1; Central leucoma and degeneration of globe, 1; Disorganized globes, 2; Degeneration of retina and choroid, 1; Anophthalmos, 1; Endophthalmitis, 1; Microphthalmos, 2; Buphthalmos, 2; Diphtheria, 1; High myopia and optic atrophy, 1; Progressive eye trouble, 1.

DEATH OF MEMBERS OF THE CORPORATION.

Rev. GEORGE ANGIER GORDON, D.D.; Mrs. CELIA HILL, widow of EDWIN B. HASKELL; Hon. JAMES LOGAN; Miss ELLEN F. MASON; CHARLES BRUEN PERKINS; Captain MORRIS SCHAFF.

All which is respectfully submitted by

WILLIAM ENDICOTT,
PAUL E. FITZPATRICK,
G. PEABODY GARDNER, Jr.,
ROBERT H. HALLOWELL,
HENRY HORNBLOWER,
RALPH LOWELL,
GEORGE P. O'CONOR,
MARIA PURDON,
OLIVE W. PUTNAM,
WILLIAM L. RICHARDSON,
LEVERETT SALTONSTALL,
HENRY K. SHERRILL,

Trustees.

MEMORANDUM ON THE NEED OF MEN IN THE EDUCATION OF THE BLIND.

Mr. Edward E. Allen, who gives our course on the Education of the Blind, asks me to call to the attention of this Faculty, and others who may be interested, certain facts concerning the field in which he is working.

There are in the United States, says Mr. Allen, 48 residential schools for blind youth. There are also 21 cities which conduct day classes for the blind in their public schools, under supervisors. The census returns list a total of 863 teachers of the blind. The departments are: English branches through high school, physical, manual, and musical training, both prevocational and vocational. In most positions the pay is attractive; in some, more so than in general teaching posts of similar subject and class. Changes are not frequent, but even in the chief positions they do occur and must occur. Nine of the executive heads of residential schools are now approaching the period of superannuation. In 1930, three executive superintendents have left and others have been chosen.

The field of the education of the blind has certain intrinsic attractions. Blind children are generally more eager to learn and less distracted than school children in general. Classes for the blind are small; instruction tends to be individual. Educating blind pupils invites and encourages much freedom of method, and thus offers release from restrictions under which many teachers are restive. Mr. Allen says that some of his best teachers at the Perkins Institution have come from public schools because of conditions which they found unsatisfactory.

A life career in the education of the blind has many satisfactions. Speaking from his own personal point of view, Mr. Allen remarks that if he could begin his life work over again, he would make no other choice. He quotes Bacon's dictum: "Happy are those men whose natures sort with their vocations."

In Mr. Allen's course in this School (Education N1) he has had 120 different students to date. Eighty-five of these have entered upon work in the education of the blind in this country or abroad. Of these, seven fill principalships, two are executive heads of residential schools, and one is a government official in charge of special education.

Mr. Allen is anxious to have a few men of special promise interested in the work in his field. He will consider it a favor if anyone to whom this memorandum comes will call to his attention any student who might well make a career in this field. The education of the blind has a definite medical side and a definite social service side. It is, nevertheless, primarily a matter of education, and those who enter it should have specific training for the work, on a general educational background.

HENRY W. HOLMES.

October, 1930.

THE TRAINING OF TEACHERS AS CONDUCTED AT PERKINS.*

Soon after the death of Mr. Anagnos, in 1906, his special reference librarian got out a sizable catalog on the literature of blindness and the blind, which he had long been collecting at considerable effort and expense. Since then two similar lists of this growing library have appeared, the second one being fresh from the press. Of course much of this material is "the literature of opinion"; that is, is not the result of modern psychological measurement. Still, it is invaluable as indicating the confused stages along which blind people have groped their way into such enlightened status as is theirs today. In collecting, systematizing and preserving by itself this historical material, Mr. Anagnos showed vision. He knew that in due time even this humble and benighted subject of ours would be studied for background as any historical museum is.

After the Great War its time came. In 1921 Dean Holmes of the Harvard Graduate School of Education agreed to offer as a regular extension course "The Education of the Blind," on condition that I should be responsible that it be conducted academically and systematically. I readily undertook this task because of having at hand the above mentioned *blindiana* material to make such treatment possible. After a trial period of four years, Harvard gave the course regular status and included it in its catalog of courses applicable for the degree of Ed. M. and Ed. D. My official title became Lecturer on the Education of the Blind. Some eight or ten others regularly assist me, but no lecture is given that is not based on prescribed reading by the students themselves.

This pioneer course, along with its mate—our Perkins Special Methods course which was begun in 1926—is intensive and thorough, its students having little time during the academic year for other systematic study. They work under a tutorial guide, a Harvard Ed. M. She gives all her time to these students, guiding them during the half year of my course and both conducting and guiding them during her course which extends throughout the year. My course is historical and general and includes visits to allied agencies, and it gives background

*Reprinted from "Proceedings: American Association of Instructors of the Blind," 1930

to her course which is special and particular, for it includes not only theory but a great deal of practice also.

My paper today is merely introductory and made purposely short. The main treatment of the theme assigned will be by my coadjutor, Miss Langworthy herself. My purpose here is to stress the two facts of importance; *first*, that a great university has at last officially recognized "The Education of the Blind" as a fit subject for professional study; and *second*, that already 122 students, nearly all of them while in residence at Perkins Institution, have taken this general course, and 41 the special; that 53 of all these are teaching blind children in our country, that 8 are doing so abroad; that 6 of the whole number are filling high positions of responsibility in schools of our sort in 4 countries; and that it looks as though the movement of special teacher preparation for our work were growing apace.

Please note that I use the term "our work." One might correctly describe the education of the blind as a calling or vocation, but certainly not as a profession. In our country, education in general is hardly that yet; and such approach as school teaching has made toward professional status is due to the impetus imparted by the victory the progressives had over the non-progressives something less than 100 years ago when Horace Mann and others like him fought, bled and lived to see normal schools multiplying all over the country. Up to then any intelligent person could be appointed school-teacher, and many is the one who used such opportunity as a stop-gap between college and career. I myself confess to like culpability, recalling vividly enough being told that for my first six weeks at the Royal Normal College I didn't earn my salt. We say nowadays that no one really knows a subject until after he has taught it. You will say "Yes, but we employ only properly accredited normal or college graduates." Admitted; but the theory and practice of the preparation of your teachers was to teach children who have their eyesight. When I was confronted for the first time with a class of blind children, some of them born so and lacking the power of visualization, I was not only ignorant of these facts but wholly innocent of that other fact that their psychology was unlike a seeing child's—what my own was in childhood, for example; and so I floundered about in deep water at their expense and amusement for a month or so, until I had learned to swim a little. You and I choose our new instructors carefully—yes; but it is my experience of forty years as employer that it is the rare teacher, whether normally trained or not, who fully earns her salary the first year. By contrast I have recently employed four who had lived in the Perkins Institution atmosphere for a year as students of the Harvard and

Special Methods Courses. One was fresh from college, two were young normal graduates with teaching experience, one could boast little more than a high school diploma added to a natural gift for teaching and the spirit of devotion; and yet each entered upon her regular teaching of blind children with immediate confidence and success.

Now this fact has given me such satisfaction that I would fain share the glad news with you. I too used to say that I didn't want instructors trained in our specialty by somebody else, in the spirit of some other school. It was only so recently as at our convention in 1924 when, hearing a superintendent declare that to be his idea also, I realized for the first time that none of us really trains his teachers but, having told them a few fundamental things at teachers' meeting, we turn them loose upon our pupils to learn by the hit-or-miss method on the job, under such guidance as our departmental heads may give. Apprenticeship of this sort resembles the pupil-teacher practice period of the normal schools. Certainly, first-class teaching can and does come about in this way, eventually; there are no better instructors in any country than each of us can boast of having. Still ours is both a slovenly and a wasteful way and some day will be interdicted even in schools for children who are poor and blind. Its underlying fault lies in our assumption that any successful teacher of seeing children can teach blind children, since these are merely seeing children in the dark. The newly blinded may be so, but most of our pupils certainly have a special psychology of their own which our green teachers do not realize, or if they sense the fact do not understand and are in no position to meet. Such teachers and such pupils may be said to speak different languages. The teachers soon find out that they are getting nowhere, and so do the pupils. The result is a serious loss of time and energy, almost criminal in its effect alike upon the children and upon the community which pays for what it does not get. It is no reply to these allegations to assert that a teacher is born, not made. Of course, normal training, general or special, does not make teachers, but it does make natural teachers better ones. Moreover, they have acquired through directed study and practice the knowledge of the principles of their science, fortified by the conclusions of experience. The special knowledge acquired at Watertown establishes background and gives the student-teachers at once a deeper respect for their calling; it begets in them the professional attitude of mind and an exalted sense of responsibility alike toward their pupils, their employer and the public. Moreover, it tends to hold the superior teachers among them from quitting this field in order "to better themselves." Having a dozen or more earnest students in our midst for a whole academic year, as we

at Watertown do, enables us to select the fittest, some to keep with us, others to recommend for such positions as need filling anywhere.

The education of our blind children into participating citizenship is neither a matter of sentiment nor of charity, but should become a delightful though difficult social duty. Our schools for the underprivileged need to be the very best possible, their pupils motivated to make the most of themselves day by day. Like the Germans and Swedes, we should demand of our teachers not less but more than the usual preparation, and like these peoples we should pay them accordingly. When in the course of time society realizes that teaching the blind bears a professional stamp, then and not till then will schools attain the educational recognition they crave.

But enough of this introduction. Miss Langworthy and I need and bespeak every co-operation and support in our efforts to be helpful not alone to one school but to all; and I believe we are going to gain it.

Let me close with a practical suggestion. When a promising young normal or college graduate applies for an expected vacant position in your school, why reply with the usual formula—"Your letter will be placed on file for possible future reference"? The applicant may be just the personality you are looking for. So I suggest you reply to her that if she can show herself and us at Watertown to be of such material that our cause cannot afford to lose her, a position somewhere will be hers at command.

EDWARD E. ALLEN.

THE TRAINING OF TEACHERS.*

The school accomplishment of blind children is often so normal and so unexpected, that young teachers take for granted that the education of blind children is no different from that of their seeing brothers, while visitors, looking upon the pupils as "wonderful," say: "Where did you go to prepare for this work?" As a matter of fact, the response of a normal blind child to instruction is so eager that it has been misunderstood, and no special preparation, in this country at least, has been required of their teachers. The most of us have come into our schools, picked up the use of various devices, gained our experience at the expense of the children, and considered ourselves full-fledged teachers.

A better attitude than this is needed. We should take to heart Sir John Adams' distinction, and try to bring about the relation, not of *teacher* and *pupils*, but of *educator*, one who educates, and *educand*, one who is worthy of being educated.

Superintendents have always put forth their best efforts to maintain well-equipped schools with well-trained teachers, but each new teacher has needed a longer or shorter period of adjustment. No doubt all feel that schools for the blind are no places for the half-prepared, or carelessly prepared teacher. Such a teacher needs all the training that is required for the usual child—normal or college training, and the study of the general principles of education; kindergarten or nursery school preparation, if here lies her forte. She will be a much better teacher of the blind, also, if she has had some experience in teaching seeing children, for she will then understand the requirements for the normal child, his way of looking at things, his rate of advance, the standards of the public schools—in fact, the general problem of education. By knowledge of the usual child, she will get a better apprehension of the unusual one. She will not be so likely to "temper the wind to the shorn lamb" in his accomplishment, as might otherwise be her tendency. She will be glad of the freedom of individual instruction, and of the study of the individual child, which the smaller classes give her, and she will have a chance to adapt the best methods of schools for the seeing to schools for the blind. This knowledge of seeing children

*Reprinted from "Proceedings: American Association of Instructors of the Blind," 1930.

is important, and is one of the major requirements in the elaborate system of preparation of teachers of the blind in Germany.

It is at this point, however, that the requirements for the preparation of teachers in our American schools have stopped, and the rest of the qualities that make a good teacher of blind children were gained by long and sometimes trying experience. This amount of training is not enough. Our new teacher now needs to take up her problems with an interest in their *differences* from those which she has formerly encountered.

There are, as yet, not many opportunities for special preparation for teaching blind children, but there are some, and those of us who believe strongly in the value of such preparation feel that these opportunities should be taken advantage of. The George Peabody College for teachers in Nashville, Tenn., through the influence of Mr. Wampler, Superintendent of the Tennessee School, maintained for seven years summer courses on the education of the blind giving the same credit toward a degree as the other courses. They have not been given for the last two summers, but we are hoping that such a demand for them will arise that Mr. Wampler and that excellent college will feel encouraged to reinstate them in the curriculum. Summer courses have been given also at other places, as, for example, at the University of Pennsylvania, and at Columbia, and courses for teachers of sight-saving classes at Cincinnati and at Western Reserve University. The Graduate School of Education of Harvard University, as Mr. Allen has said, still offers its half-course on this subject, counting one of sixteen half-courses toward the degree of Master of Education for those students who already have the B. A. degree from a recognized college.

Germany is ahead of us in this matter. Dr. Peiser tells us that the status of teachers of the blind there is professional. Two years of special training, in addition to general training, are required, and higher salaries with pension privileges are given to the special teachers. Some day, let us hope, there will be such a demand for professional training for teachers of blind children that opportunities for it will spring up in many sections of the land.

This training should come through both general methods and special methods, accompanied by observation and practice teaching in a good school for the blind.

"General methods," says Professor Mirick, lecturer on elementary education at Harvard, "are the broad principles, the generalizations on which education is founded." Our Harvard Course aims to give this background of general methods in work for the blind through a knowledge of the history of the work from the beginning, and of the

noble men and women, both blind and seeing, who have labored in the cause of those without sight. Then because blindness is chiefly a condition of age and infirmity, and only about one-tenth of our blind population is of school age, it presents the greater problem of blindness outside the schools, and what is being done to ameliorate the condition of those who are plunged into darkness suddenly and in the midst of their careers. The psychology of blindness is presented through a study of all that students of psychology can tell us, and through observation of what is being done at Perkins. This subject ought to be supplemented throughout life by the teacher's own growing interest. If a teacher is ignorant of such findings of science, she will not be able even to apprehend the difficulties under which her children labor, their limited knowledge of the outside world, and the necessity of filling up the gaps of knowledge in their lives. No one who is not willing to study the difference blindness makes in a child's mental outlook should try to be a teacher of little blind children. There *is* a difference between them and the happy little children who see. It is futile to deny it. "Gee! it must be funny to see!" casually remarked a capable, active little blind boy. Wonder, rather than regret, was in his tones. But just here, if we study his remark, are found some of the real difficulties of educating blind children. Most important of all, because blindness in the young is largely due to ignorance, lack of care, poor living conditions, or bad heritage, the Harvard Course stresses the subject of prevention of blindness, trying to bring home to the hearts and consciences of students that society has a duty toward children, so that, if possible, they may not be obliged to go through life without their rightful heritage of sight.

Teachers of the blind should know all these things. This work of ours seems a far greater and nobler vocation when we catch the vision of its splendid history, and the inspiration of the wide opportunities for different kinds of service which it offers. When we catch this vision, we are no longer merely teachers of blind pupils, trying to instruct them in a variety of subjects, but are members of the great army of men and women who have fought the enemy of blindness and tried to carry succor to the wounded in the battle.

"Special Methods," continues Professor Mirick, "are the varying ways in which each teacher applies the principles of general methods, in accordance with the circumstances in which she finds herself. The special methods are worked out with reference to the children with whom she has to deal."

When Mr. Allen had maintained the Harvard Course in connection with Harvard University for several years, he still found, in spite of

its success, something lacking. Greater contact with the actual problems of living and teaching, worked out *before* a responsible position had been taken, was necessary to complete his scheme of teacher preparation and make his dream come true. Such contact would make the work far less discouraging to the teacher, who would find out whether she was adapted to this kind of teaching before she was actually responsible for her classes, and would give her at least a start in knowing how to deal with her problems. It would save the children from that trying period of adjustment to a new teacher who knows nothing of the work—a lamentable and wasteful time of lost opportunities.

That teachers feel the discouragement of tackling the problems of teaching in schools for the blind is abundantly proved, and, naturally, the more promising and conscientious are likely to feel it most. Speaking personally, utter discouragement overwhelmed me, a feeling that I must get away from a task for which I felt no fitness and no joy. Other teachers evidently have similar feelings, for, in our recent questionnaire, in answer to a question of this nature, we had many answers similar to the following: "I had a feeling of helplessness; the children seemed so far away from me." "So great emotion, that I feared it would be impossible for me to continue my work." "My feelings got the better of me at first; I wondered at my nerve in taking the position, for the task seemed greater than I had realized."

Nearly all testify that they were led on to persist in the work by the children's abilities, intelligence, and cheerfulness, as well as by the feeling that here was a good work in which they could have a part. The great majority of our seeing teachers have had no previous experience with blind persons, and, like the rest of the general public, hold very curious ideas, when they come into the work, about their pupils. One says: "I thought of them as normal persons, living in a black night," which we later learn is an inadequate conception, especially where the congenitally blind are concerned. Six to one, the teachers now in our schools believe that a previous course of training and experience would have been a great help to them. One teacher aptly expresses it thus: "Under a requirement for teacher training, no person would enter the field who was uninterested in it, or unqualified for it. The teachers thus trained would have pride in their specialized work, and endeavor to raise its standard."

Adequate general preparation, then, experience with seeing children—above all, the qualities of personality which go with the understanding heart, are vitally necessary for our teachers; but what a pity that such persons should go through an unnecessary period of strain in adjustment to their specialized work!

After all, the teachers are not so much to be considered as the children. Other positions are open to the teachers, if they do not find their work congenial, but the children are helpless, and must take the teachers who are sent to them. We must not think that our children do not realize when they are being experimented upon by an inexperienced teacher. I have had opportunities to meet many blind students. They are always very loyal to their schools, and express much gratitude for all the help and inspiration which they have had from them. Nevertheless, these students from our own and from other schools have their own opinions of inexperienced teachers, and of the period of adjustment to a new situation. Here are a few remarks of the many which have come out in the course of general conversations on the teaching art:

"A teacher whom I knew gave the impression of being uncertain and of trying to feel her way. She frequently asked the pupils how the previous teacher had taught a certain subject, and the things we did not do the year before we never mentioned to her. She also let her sympathy toward the situation interfere with discipline."

"I remember well one teacher who had taught a number of years in the public school, but who found it very difficult to accustom herself to blind pupils. It was hard for her to understand the situation. For example, she would ask two of us to study from the same book at the same time."

"I feel that a teacher wishing to teach among blind pupils should have some previous training in this respect. My first teacher was herself new that year, but was expected to teach me the raised letters, of which she knew little more than I did. Child as I was, I remember how disconcerting it was, when we would come to something that the teacher did not know, or else could not make clear to me, because she did not understand how."

"One of my teachers was always saying, 'If you could only use a blackboard, I could explain this to you.' And sometimes during an awkward pause we felt that she was wishing for the blackboard, even when nothing was said."

"I have often heard children say in a grade where there was a new teacher, 'It doesn't make any difference how we write our lessons; our teacher cannot read the braille, and cannot correct what we have written.' "

"We were just little children when we learned to understand those awkward pauses, when the teacher was having difficulty in making clear her meaning. Sometimes we were sympathetic, and sometimes I am sorry to say we were not, and one of these silences was often the cause of confusion and demoralization in the schoolroom."

We must not think that our children do not realize the inexperience of teachers, for they surely do.

The length of this awkward period of adjustment depends much, as we all know, upon the person, but our questionnaires reveal the fact that teachers realize that the period is considerable, and their opinions vary as to length of time needed to overcome it—usually from one year to five years, though one excellent teacher says, “From a few months to eternity.” My own opinion, from experience in dealing with children and young teachers, is that two years may be counted on in which the inexperienced teacher may be called an apprentice, and that the period of wasteful effort can be reduced to almost zero by a purposive, intensive year of training.

Some persons have indicated that they feared that a course of study might frighten away intending teachers of promise, or else that it would be so impractical that it would devote itself only to the theory of how things should be done. As to the first objection, I am a pronounced skeptic, for persons attracted to this work are usually too serious-minded to be turned away by a course of study designed to help them over their worst difficulties. With regard to the second, the answer is to be found in the requirements of the courses at Watertown, as shown in the leaflets. The subjects are all taken up from the point of view of teaching. Preparation in them is presupposed. Methods of teaching and their varying efficiency form the themes of discussion. We do not forget that methodology is by no means the whole story in teaching. A good teacher can often by his force and enthusiasm drive home his points and be a successful teacher, by a poor method; but doubtless a good teacher will do better under a good method, having the right psychological approach, and so will produce results with less friction and less effort.

Besides the benefits of theory and practice, our students have also the great privilege of living in the school and taking part in all phases of the school life, joining in its work and in its festivities. This is an indispensable feature of the year of training, for it gives social contacts with teachers and pupils, and inculcates the spirit of service. It need hardly be said that it is also a much enjoyed element of the curriculum.

This past year has had a special offering. Mr. Allen gave to the Special Methods class the privilege of entering with our teachers into the course of eight lectures on “How to Study and Work Effectively,” given by Dr. Samuel P. Hayes of Mount Holyoke College. William F. Book’s treatise on the subject was the text, and reading, experimentation, lectures, and discussions, freely entered into, were some of its

principal features. Near the end of the course a mental test of teaching ability was given.

Mr. Allen states in the Perkins Yearbook for 1929: "Our prime object is still the betterment of the general cause. We can say that Perkins is fast becoming a school all of whose teachers will have a professional attitude toward their work. Indeed, visitors who perceive what all this is meaning locally have declared this teacher training to be second to no other recent advance in our Massachusetts field for the blind."

We may add also that we have sent an encouraging number of our young students into work for the blind in many States and in several foreign countries. It is with peculiar pleasure that we have welcomed students sent by superintendents, or by foreign governments for further training. Such persons show an earnestness and zeal that make them most satisfactory members of our community. We are hoping for more of the same sort.

As a plea for the consideration and co-operation of the members of the American Association of Instructors of the Blind in what we earnestly believe to be a great and forward-looking movement, I would like to give a few of the expressions of appreciation received from former students of the Watertown courses who have imbibed what we like to call "The Perkins spirit of service." Many statements have come to us from all parts of the country, including some from students of George Peabody summer courses. The tenor of them all is similar:

"Without these courses, it would have been harder for me, and for the children; it would have taken some time to get adjusted."

"I have taught the blind for several years, but after the courses last year, the work seemed bigger."

"I accomplished more in twelve weeks, after training, than in the whole year before taking training."

"The courses gave me: 1. Better understanding of pupil differences. 2. A basis of methods, and their varying efficiency. 3. Greater ability to fit into the life of the school."

"No college or normal school could give the needs of blind children as these courses did."

"The Harvard and Special Methods Courses mean everything to me. Because of them I have my position and am most happy in my work."

From my own experience and that of others, I am sure that our young teachers need, and for the most part would welcome, training to give them better understanding of their work, and certainly if ever children deserved all that the wit and skill of teachers could furnish, our handicapped children do. Let us be sure that we are teaching the

children, not the subjects of the curriculum. Sir John Adams, in his wise and witty way, says that he learned to understand what he calls the New Education, by reflecting on the old rule of Latin syntax: "Verbs of teaching govern two accusatives, one of the person and the other of the thing." "Formerly," he continues, "teachers were wont to drive a tandem team, the subject taught on ahead, and John behind, where incidentally he was nearer the whip. Now, we do not minimize the subject, since we must know our material, but we drive the team side by side, but maybe, John foremost."

A century ago educators were pleading, against heavy odds of indifference, for normal schools for the training of all teachers, for most persons believed then that there was no such thing as an art of teaching; whatever a person *knew*, he could *teach*. Curiously enough, they were using the same arguments which we call upon in advocating special training for teachers in schools for the blind. Teachers trained in their art, who understood the background of their work, approached it from a professional standpoint, and knew the correct appeal to their pupils' minds, were a necessity of good education, they told the legislators of the State; and so, when we advocate special training for our teachers, it is because we believe that great as have been the achievements of our schools in the past, we can make them still better, and educate our children more efficiently, if we come to recognize the fact that our work is a highly specialized one, and give such training that our teachers will be, and will feel that they are, specialists.

Our work is a great and beneficent calling. Moreover, we are not in some remote eddy, but in the midstream of education. Schools for the unusual child have contributed much to the cause of general education, and if we have pride in our vocation, and are specialists in it, we can have a share in this advancement. We have no need to feel discouraged about the outcome of this kind of teaching. No less an authority than William H. Burnham in his book, "The Normal Mind," page 261, has acknowledged this debt of general education to special education:

"Stimulus has often come from the weak and defective. Although it is futile to discuss the matter, it is instructive to reflect what would have been the course of education in this country, if there had been no defective or feeble-minded children. Such a condition, ideal as it seems at first sight, would have been a condition where many of the stimuli which have actually brought about many of the reforms in the educational world would have been absent. Manual training, positive discipline, mental hygiene, vocational guidance, nutritional hygiene,

and active education, largely, began with the feeble-minded and defective, and were extended to schools for the normal."

Thus the author expresses his belief in the debt owed to the special schools. Let us make this debt greater, not for the benefit of general education, though this aim is not to be despised, but for the sake of our handicapped children. One handicap is enough. Let us remove from them the unnecessary handicap of apprentice teaching.

JESSICA L. LANGWORTHY,
Teacher of Special Methods.

INFORMATION REGARDING THE TEACHING OF MUSIC AT PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND.

MUSIC

Invisible enchantress of the heart;
Mistress of charms that bring relief
To sorrow, and to joy impart
A heavenly tone that keeps it undefiled.

DR. HENRY VAN DYKE.

PERKINS INSTITUTION A BOARDING SCHOOL

Perkins Institution is a boarding school for boys and girls, where those between the ages of five and twenty who have defective sight or are without sight may come for educational training.

The school year coincides with that of most private and public schools and the pupils go to their homes during vacation periods.

The hours of study, practice, and recreation begin at 8.15 A.M. directly after the morning assembly of the school and, with suitable provision for the dinner hour, continue until five o'clock. One hour of study in the classrooms is required in the evening, and regular school work is conducted on Saturdays until twelve o'clock, noon.

MUSIC DEPARTMENT ONE OF SEVERAL

The music department is one of several departments, each of which has its peculiar merit and place in the general curriculum. *Music is taught for its educational value*, and lessons and supervised practice are conducted with the same regularity as recitations in grammar or mathematics.

THE MUSIC FACULTY

The music faculty numbers eleven teachers, including the music director, and they are organized into three groups as follows: kindergarten and primary group of three teachers; the girls' upper school with four teachers; the boys' upper school with three teachers; and the teacher of musical science, who has classes from both of the upper school departments.

EQUIPMENT

There are forty-five music rooms, sixty-one pianofortes, and one large three-manual pipe organ. In addition, we have a collection of orchestral instruments which are used to familiarize the pupils with their shape and size and tone quality, while their use in orchestral writing is explained.

MUSIC LIBRARY

The music library is large and valuable, being worth approximately \$4,800. It is well housed in a large room equally accessible to both the girls' and the boys' music corridors. This library is in charge of the teacher of musical science, who finds here a convenient place in which to receive classes of either boys or girls. The braille music of our library is freely loaned without charge to any sightless musician in the country, and its usefulness is very great.

COURSES OF STUDY

The courses of study include music fundamentals, ear-training, solfeggio, hand-culture, harmony, theory, history of music and analysis, counterpoint, pianoforte and organ playing, and singing.

MUSIC STUDY BEGINS IN THE LOWER SCHOOL

Music study properly begins in the lower school, where instruction is given in music fundamentals consisting of staff and braille notation, ear-training, scale and chord formation, solfeggio, and hand-culture in preparation for pianoforte playing.

The classes in music fundamentals meet daily the first year, while those studying solfeggio receive two class lessons per week covering a period of three years.

In teaching the staff notation, use is made of a large staff-board containing grooves to represent the lines and spaces of the printed staff.

Staff characters made of wood veneer are used upon this board, being held in place by thumb-tacks. In conjunction with the staff notation of music, the pupils are taught the braille equivalent which is a system of embossed points read by the sense of touch.

INSTRUMENTAL STUDY AND PRACTICE

Pianoforte study and practice begin when pupils have acquired a reasonable degree of proficiency in fundamental training and in solfeggio. First-year pupils meet the teacher daily in small classes. As they progress and become able to work independently, they receive two

private lessons per week. The course in pianoforte playing is similar to that found in any good music school and pupils develop whatever skill their talent, time and inclination warrant.

CHORUS SINGING

Chorus singing is unexcelled as a co-operative exercise in which the mental, moral and spiritual qualities are enhanced, while the artistic and emotional parts of our natures are developed.

Most of our pupils practise chorus singing from early childhood. A junior choir of some fifty or sixty children of the lower school provides a training ground and a feeder for the large chorus of the upper school. At first these young children are taught to sing entirely by rote, but as they become proficient in the use of the braille notation they are required to read their music from the embossed page in a similar manner to seeing people who read music at sight.

The teacher of solfeggio trains this junior choir in unison and two-part songs for use on various occasions, but *the* event of the year to which the children look forward most eagerly is when they sing antiphonal music from the balcony of Dwight Hall at the Christmas concerts given there annually in December by the large mixed chorus of the upper school.

This chorus, generally referred to as Perkins Choir, numbers approximately one hundred singers of grammar and high school age. The repertoire of our choir is extensive, and varied in character, embracing some of the finest choral music extant, both secular and religious. This choir furnishes suitable music for the daily morning assembly of the school, and gives concerts preceding the Christmas holidays and again in May of each year, to which the public is invited without charge. In recent years it has become the custom to accept the invitation of the Civic Music Association, Boston, and give one concert in that city with orchestral accompaniment, and under the auspices of that association. At these Boston concerts, secular music generally predominates, the programs consisting of groups of miscellaneous pieces together with some outstanding cantata or larger work. Singing with the orchestra is greatly enjoyed by our young people.

All of the music sung by Perkins Choir is studied from the braille, which insures both speed and accuracy in memorizing the music (for this choir sings entirely from memory), and promotes a finer appreciation of its interpretation. The choir rehearses regularly four times per week, but daily rehearsals are the rule just preceding a concert.

Two glee clubs are maintained in addition to the large chorus, one group of twenty girls, and a boys' club of twelve singers. These clubs meet twice each week at the regular singing hour, when they study

music suited to their respective groups and useful for social occasions to which they are often invited.

MUSICAL SCIENCE STUDY ENCOURAGED

Pupils of the lower school learn much about the elements of musical science without realizing it, but when they reach the higher grades those with talent are encouraged to study harmony, theory and history of music, while those who hope to make of music a vocation in life are required to take these courses together with analysis and counterpoint. Talented pupils may, with the consent of the faculty, elect these subjects in place of higher mathematics, after completing a course in algebra, and credits are given toward the school diploma for work accomplished.

PIANOFORTE NORMAL COURSE

Post-graduate pupils who wish to adopt music as a profession are required to participate in the three-year course of the pianoforte normal department. Pupils who fail to receive the high-school diploma are not admitted to this course.

Seeing children from this and surrounding towns visit our school twice each week for pianoforte instruction from these post-graduates, who conduct their classes under the immediate supervision of a qualified member of the music faculty.

With the satisfactory completion of the course, the young teacher is given a certificate, and should the recipient also have completed the pianoforte course at the New England Conservatory of Music, Boston, this certificate is accepted by that school in lieu of the normal work required there.

CONCERT ATTENDANCE

Through the kindness of friends our pupils have for years enjoyed the privilege of attendance upon the finest musical events in Boston, and of late years this invaluable advantage has been enormously extended through munificence of the late Dr. Henry K. Oliver, of Boston, whose gift of \$15,000 known as the Maria Kemble Oliver Fund insures an income adequate for the purchase of any and all tickets desired.

The frequent hearing of good music given in the best possible manner by the world's greatest artists is an education in itself and is of incalculable advantage to our pupils.

LACK OF SIGHT NO INDICATION OF MUSICAL TALENT

Those without sight are neither more nor less talented in music because of this handicap. Our pupils do, however, live in a musical atmosphere, and they may possibly have a somewhat keener zest for musical attainment than some young people, but even this is debatable.

While large numbers do become more or less proficient in instrumental music, in singing and in the science of music, yet but a very limited number with talent and other qualifications are encouraged or even permitted to continue here the advanced study of music as a vocation.

MUSIC AS AN AVOCATION

Music as an avocation for its invaluable merit in the building of character, for its mental stimulus, and as a social asset, is a study to be encouraged in all young people up to a point where they must needs devote their maximum time and effort to their life pursuit. Hence if some of our pupils appear to have a broader and deeper knowledge of musical subjects than the average child, it is because of exceptional opportunities for the study and practice and hearing of good music to the best advantage.

STEREOTYPING MUSIC

In order that the music department may be truly efficient, and that self-reliance may be promoted among our pupils, we are obliged to spend much time and money in embossing music for them in the braille system. With the aid of a power machine, music is transcribed into braille on brass plates which, after being carefully proof-read, are forwarded to our pressroom, where paper editions are made in quantity.

FINAL WORD—WHY WE TEACH MUSIC

In teaching music to so many of our pupils in a logical and systematic manner, we wish it to be understood that no attempt is being made to urge many of them into the field of music as a profession. Indeed, we believe that there are comparatively few either with or without sight who have sufficient talent to rise above the plane of good amateurs, and yet we are convinced that all need the educational and cultural advantages accruing from the proper study of music. We contend with the late President Eliot of Harvard, who said: "Music properly taught is the best mind-trainer on the list." We teach music to our pupils for the above reason and also because *music is the only fine art which those without sight may pursue on terms of equality with the seeing*. Furthermore, we believe that any system of education which omits this subject or leaves it to chance is seriously defective. We try to teach music logically and systematically because we know that anything worth doing at all is worth doing well. We hope that all of our pupils may come to have an intelligent and discriminating appreciation of music. We wish them to play and to sing well, and, thus equipped, go out into life better and more useful citizens.

EDWIN L. GARDINER.

January 21, 1929.

Perkins Institution, 1916.

Class studying an airplane model in object-teaching museum.





Perkins Institution, about 1920.

Historic museum of tangible apparatus, with model of Watertown plant in foreground.

A CONTRIBUTION TO THE WHITE HOUSE CONFERENCE ON CHILD HEALTH AND PROTECTION.

Dr. EMIL FRANKEL,
Research Division,
Department of Institutions and Agencies,
Trenton, New Jersey.

Dear Dr. Frankel:

The following answers, somewhat elaborated, which I would make to your questionnaire on steps to "The Employment of the Physically and Mentally Handicapped Child in Commerce and in Industry," are given with special reference to visually handicapped children and in particular to those of them who are blind or nearly so, and who are both educationally and socially competent. Weakling children who are also blind require separate treatment. These should be trained on their mental level, the end being their own happiness, by which is meant contentment of mind. Many of them can become producers at home or under custodial conditions. Their presence at large, whatever their age, cannot but hinder and hurt the acceptability there of promising children who do not have the use of their eyes.

A PROGRAM FOR THE BLIND CHILD WHO IS NOT DEFINITELY UNPROMISING

1. *First*, because nine out of ten young blind children, otherwise potentially normal, who come to school, test from two to three years backward in development—thriving at the age of six and seven in the atmosphere of a kindergarten—my program calls for a revolutionary change beginning at the cradle. But I would not choose to remove a blind or near-blind child to a nursery, unless it be a day nursery, but rather to educate the parents and their neighborhood friends, if possible through a visit to a school for blind children, and certainly also through a home visitor who, by repeated visits, should start and keep going a wholesome, sensible pre-school training. A correct regimen then may color and determine life efficiency more than the best school regimen later. And just as the Red Cross nurse is chosen, so this visitor would be, for her tact, practical sympathy and acquaintance

with any child's physical, mental and moral needs, but above all for the hopeful outlook on life by which she herself is actuated.

Second, put this child to school wherever feasible at the usual school age, always preferring the school where he belongs mentally. Non-selective association bears especially hard on the blind child. If this is a day school, either regular or special, be sure its principal and teacher not only welcome the child but will treat him rationally; that is, both see that he gets a full and fair chance and that he be held up to the mark with the rest. No live boy respects the schoolmistress who is easy. Under right conditions, the physically handicapped child can become a lesson to the teacher, an incentive to his companions and so a school asset, thereby lifting his own cause. The special visitor can be invaluable here, too. I would have her follow up her "charges" throughout their school careers.

Third, see that this child gets more than a mere intellectual training. His needs cry out also for compensatory training, certainly much general, social, physical and manual training, together with whatever else is illuminating and encouraging to the spirit, as music, the only fine art fully open to him.

Fourth, let his life be from the beginning a participatory and even a contributory one, mingling freely, as he can, with children of his own age, to the end that he may grow up feeling himself, and making others feel, that he belongs to and in his home community and is a part of it; that that community shall treat him not with pity but with respect, and that such respect shall lead to his employment there.

Now, in so far as any blind child is not receiving and cannot get an intelligent, well-balanced bringing-up at home, it becomes vital to seek for him such changed environment as shall bring this about. The special residential school, which will receive him at five or six, exists expressly to provide that very thing; and it usually does it. But let our emissary or special official be sure that the school she utilizes does so, and thereafter let her advise in person with its superintendent every year as to how long her child in charge would best remain there for training; and as to how soon this child may safely be returned to his home public school or be sent out to one daily from the residential school. At this point let me say that I am convinced of the truth of the following: *first*, that no blind youth can afford to miss some experience among his kind, or those with whom he will feel on an equality, such as is afforded by a residential school; and that this would seem to fit in most with his needs in the elementary stage; and *second*, that any such youth can easily remain too long in the best of such schools, where the condition of blindness rather than that of

eyesight necessarily rules. I mean that even in spite of the adapted equipment and all the cultural advantages of the special school, which no common school can be expected to have, it is not ideal for the blind child to get all his education among blind companions. I mean further that no residential school that is non-selective as to its pupils can be properly compelling in motivation; in other words, that it is false economy to expect the promising blind pupils both to live joyfully, which, according to the new ethics, is every child's right, and to do their best in an atmosphere vitiated by the presence of the unpromising; and that, therefore, my whole scheme for the preparation of normal blind youth for life efficiency calls for their careful, selective education all along the line. As a fundamental requisite to maximum attainment of my end, I would urge that even the expression "the blind" be employed by this conference as little as may be. Blind children differ among themselves as widely as other children do, some being quite as hopeful, others quite as hopeless; and this term carries with it derogatory connotations. Blind children form a class only as either they themselves or others think of them as such. "The blind" as ordinarily used is an expression indicating a state of mind which none of us should longer harbor. We at least should get it out of our system.

2. The whole of this child should go to school; I mean that he should receive an all-round training and that this should continue as long as feasible. I should by no means encourage early specializing to the neglect of broadening; for blindness of itself favors deepness and consequent narrowness.* Such a child's future happiness and usefulness depend very largely on the quality as well as quantity of his education. Avocational training, for which he is likely to have much leisure, is vital for his contentment of mind, serving as occupational therapy. Prevocational training for versatility and recognition of aptitude he should have plenty of, and finally also of vocational, of which there should be a major one and several minor ones. He especially needs to be resourceful and to have several strings to his bow. What he is to depend upon for his living, however, he must master, and opportunities for such mastery should be provided somewhere; for his chances and earnings alongside and in competition with others are to depend on merit rather than upon charity. In general, the child handicapped by blindness should strive to become strong throughout, and certainly so where most others are weak, and thus feel sure of placement in industry. An incompetent, repulsive or otherwise unacceptable blind person, even though he has undergone training, should not be

* V. Frank H. Hall, N. E. A., Proceedings for 1898, page 1036.

placed at large. His inevitable failure there will be sure to hurt the cause of blind labor; which truth I repeat that it may be heeded. Unless he can be occupied at his home, his place is the sheltered shop or the asylum.

3. It is the experience of such commerce and industry in general and at large as have employed labor handicapped by blindness, wherever the laborer is competent and adjusted to the work—*i.e.*, a square peg put into a square hole and not otherwise—that this labor is satisfactory both from the point of view of quality and usually even of quantity; and that, because new jobs are not readily obtained by such labor, it is also satisfactory from the point of view of permanency. Indeed, because of this last fact, the handicapped laborer commonly tries harder to please than the unhandicapped.

4. (a) The adage “As is the teacher so is the school” applies here as elsewhere. The teacher of some forty public-school children has to be an uncommon one to welcome the addition of any child requiring special attention. So it has been the practice where blind children attend public school from their homes to assign from six to twelve to a special teacher in an ungraded room called a center for a given district. This plan works well, has worked well and will do so where all conditions are kept favorable; indifferently well wherever any important one of them is allowed to become unfavorable. I believe that any plan of schooling, day or residential, cannot be expected to satisfy whenever and wherever either the pupil has acquired the inferiority complex through the consciousness of unequal competition in class or on the playground, or through depressing companionship, or wherever for any reason he remains uninterested, the home does not co-operate, his teacher or teachers have not been carefully chosen or the supervision has failed to be alike sympathetic, informed, or adequate and constant. All this means that an environment keeping the child fit, motivating his habits of efficiency and so building up his confidence, is fundamental and imperative. The teachers best conditioned for blind pupils are those who not only recognize that there is a psychology of blindness but have also been students of its theory and of its practice.

(b) As to the attitude of the immediate public toward day school centers for blind children, on the one hand it has been far more favorable to the success of the plan in some cities than in others, mirroring, as it always will, primarily the educational outlook of the citizens and the adequacy of their school system. Where there is penuriousness toward education, or where the initial enthusiasm to include all sorts and conditions of children has petered out, the special center for sense defect is likely to be the first to suffer, because its per capita cost is

greater than is that of the common grade schoolrooms. On the other hand, too much and too long recourse to the residential school tends to keep the growing child from public view and so from social justice; but the public in general, in so far as it thinks about the matter at all, seems satisfied to support the residential school in spite of its greater cost. It looks at "the blind" as beings apart, and their schooling as a province of the State.

(c) In general, the attitude of the employer toward hiring "blind labor" has been and is still definitely a reluctant one. He lacks faith in their capacity as producers, imagines all sorts of drawbacks—tardiness, bother, dependence on fellow employees, and particularly accidents leading to possible costs. Moreover, the employer shirks the probability of discharging such labor, which, of course, would be painful. Placement agents seem to be able to break down this reluctance only in individuals and usually only through unremitting applications to give a trial. Where the trial is given and failure follows, the door is commonly closed to further trials. But where success has repeatedly ensued, as with blind tuners in given piano factories and warehouses, numbers of them have been employed in the same place gainfully and with mutual satisfaction for many years together. Much the same may be said of church organists, of typists, and of partially seeing girls carefully chosen for their good breeding and character and placed as mothers' helpers. Finally, as an educator of blind youth for some forty years, and in both hemispheres, I beg to say unhesitatingly that the preparation of normal blind youth for gainful employment in the world has always been far easier than the preparation of the world to employ them or even to give them a chance. In the communities where I have seen this traditional attitude of inhospitaleness give way most, it has been where the school has striven most both to prepare the public and to place its product.

5. (a) As to the organization and the agenda of a conference out of which a nation-wide program for the creation of a new national consciousness may be developed looking to the future employment of physically and mentally handicapped children in commerce and in industry, doubtless the personnel of such conference should be selected from among people imbued with Dr. William A. White's refreshing sanity, that the health and protection of every child presenting problems should be approached by those people, and those only, who will work, not on the negative assumption that what has been lost or is abnormal must control, but always in the positive conviction that what really counts is what the child has left. That such a child's champions shall really believe in him seems to me to be fundamental and a *sine*

qua non. These champions will do well to realize that much of the world's progress has been affected through invalids.* The employment of those efficiency experts who continue to scoff at such an idea would hobble the cause.

(b) Given a conference composed as indicated, the will to find the way toward the desired end would find it. Probably the organization would be divided into groups of executives representing each major handicap, who should choose the fittest, whole-time, paid propagandists to carry the desired message up and down the land, through press, periodical, lecture, radio broadcasting, moving picture, living demonstration, traveling exhibit and every other known instrumentality for selling ideas, in a campaign of public education. This, though basic, would require wise organization, system and withal time. Obviously, the fittest propagandists would be those who would add to sincerity and native powers of persuasion a background of positive information in their fields, and who would stick to the truth and never overstate capabilities. Private assistance, personal and intangible, could be made invaluable, such as men's service clubs and women's junior league organizations.

(c) Advance agents should have at command the true histories of successful placements and should be fortified by ever new placement data. Placement agents of the wisest, most earnest and most tactful sort who will not yield to repeated failures, but will make of each a stepping-stone up to successes—these are necessary and paramount. While they must realize that business is business, yet by appealing to the human element they can not infrequently interest an employer in the individual or cause they represent. Occasionally the employer may be prevailed upon to give the applicant vocational guidance and the space and time for its practise, provided he be assured against loss. Perhaps in most cases the propagandist and the placement agent will be different individuals. Even so, they will have to work hand in hand together, "useless each without the other."

Let me add that some of the very best and most continuously successful principals and employment agents I have known in our field have themselves been blind, by which I wish it inferred that in my opinion the condition of an applicant's eyesight should have no weight in his rejection as an agent to carry through this plan of social justice. Here, too, it is personality, ability and an understanding of the psychology of blindness rather than what is considered disability that should control always. Indeed, other things being equal, blindness may become an asset, as it usually is in the case of the home teacher

*See "The Privilege of Pain," by Mrs. Leo Everett.

of the adult blind. Again, the greater the number of blind persons known to be filling responsible positions efficiently, the better for the effectiveness of this program.

In brief, the fundamental principles of my suggested program for the efficient development of a blind child would be:

A—*The child himself at home and at school.*

Begin at the beginning and start right by everywhere substituting the assumption of capacity for the present assumption of incapacity; *i.e.*, the child *can* for the child *can't*.

Fortify the parents against the sentimentality to which blindness has always been subject and lead them to practise common sense in all their dealing with this child.

Give the child an all-round, practical education, through work and play alike. He must build his character on a habit of success, and in the beginning this is best attainable wherever most ways occur of being successful in the things which children value.

Remove or correct as far as humanly possible every secondary impediment or handicap. The primary one of blindness is heavy enough.

Habits of industry are as essential to the visually handicapped children as to the typical European peasant woman, so often described as occupying even her rest periods in knitting.

Only the best conditions will suffice for the promising, who should be separated from the unpromising; the best instructors and the most quickening environment in general are demanded.

Provide for the child only thoroughly trained teachers. That any and every teacher of seeing children can readily teach blind children is to me an absurdity. In Sweden a normal school graduate cannot be appointed a teacher of blind pupils until after two years of satisfactory apprenticeship in a school for them; but upon examination and appointment he receives the higher salary of a specialist in education. Similarly, England will not continue after two years' apprenticeship a teacher who has not been accredited after special examination. In our United States no special preparation is required. It should be.

The child shut in by lack of sight is likely to be supersensitive. Watch him for indications of feelings of inferiority or self-pity, and where found seek a change in surroundings.

If the blind child would hold his own in school with his fellows who have the benefits of eyesight, he must be taught to study and work effectively, and if he would grow up to compete with others in life's tasks he must excel in merchandisable qualities.

Let him grow up with the energizing assurance that if he deserves to win out he will win out.

B—*The public, including employers.*

Do not so centralize activities in behalf of blind children that private initiative will be killed and the notion acquiesced in that public care of them can relieve private initiative of its privileges, duties and responsibilities in the matter.

Sell the idea that what is left the handicapped person exceeds what is lost, and that if he is both competent and properly adjusted to his work the satisfaction will be mutual.

Sell the truth that it is not only cheaper to utilize the labor of the partially handicapped than to support him in unproductive employment, but also that so to do is better for the economic health and happiness of everybody. Bring about the conviction that the best sociological principles demand not the segregation of blind people but their diffusion.

C—*Means and methods.*

Do away with all street or other begging by blind individuals. Warning: As a continual dropping wears away a stone, so a continual begging for "the blind" postpones the hoped-for confidence in blind people.

Organize campaigns of general and saving education for the progress of society which demands the utilization of the remnants. Employ, to do this, only those who really believe in their mission and who are competent to put their message across whether as principals, propagandists or as placement agents.

Have enough of them and pay them adequately. Indeed, put more money and effort into helping blind folk to help themselves than into providing them mere entertainment and creature comforts.

The presence of the blind child being the responsibility of the community, this child's right to make the most of himself must control. For so I interpret the word protection in our title. His preparation for his work needs to be the best attainable. His pay during apprenticeship, and perhaps even afterwards, may require augmentation and follow-up; but continued augmentation is inevitable only where adjustment of job to individual is imperfect. No cheap plan will work. Whichever is best will also be economic. Remember, however, this: There is one and only one solution of the problems of blindness (among which is its cost), and that is prevention.

The cross of blindness being such isolation and dependence upon others for the little things of life as the condition brings about, remember that personal interest, friendly attentions coupled with gainful employment and a feeling of being useful, help lighten that cross wonderfully.

Never place a person in employment at large out of pity for his condition and needs when you know that he will fail and so hinder the cause you are trying to help.

Drop the expression "the blind" as non-descriptive and misleading.

In general, remember that while some class legislation in behalf of blind people may be proper or salutary, even so it tends to separate blind from other people.

That state commissions for the blind exist is true even where there is none for other groups of the handicapped. The explanation lies chiefly in the fact that blindness is a condition incident to old age, in itself a disability; but also in the concomitant fact that all blindness is commonly accepted as necessarily weakening and never strengthening. It can be either. Some such program as I have here sketched should lead to the multiplication of the number of children to whom their blindness may become a ladder to strength and consequent happiness.

EDWARD E. ALLEN.

Perkins Institution.

March 4, 1930.

SOME PHASES OF PERKINS ACTIVITIES.

THE DEPARTMENT OF APPLIED PSYCHOLOGY AT PERKINS INSTITUTION.

Ever since their modest début in 1916, the Perkins psychologists have sought to apply their science wherever it could be used to the advantage of the school. Testing the intelligence of pupils applying for admission, and periodic retesting of those in the school, soon became established routine, and the results have been a great help to teachers in adapting their instruction to the abilities of their pupils; to Dr. Allen in questions of admission, dismissal and vocational guidance, and to the cause in general, since they increased the data upon which the revisions of the Binet tests for the blind are based. Many educational measurements in various school subjects have been tried out at Perkins and made accessible for use in other schools. A series of pamphlets on the results of research has been published and distributed widely—the last study, the 1930 adaptation of the Condensed Guide for the Stanford Revision of the Binet-Simon Tests, having already been sold in all parts of the United States, in various European countries, and as far away as Japan and New South Wales.

Cordial relations were established with the pupils through a series of Chapel Talks on practical psychology by me as director, and the ready help given by the psychological assistants to teachers and pupils culminated this year in my series of lecture-discussions for the teachers on "How to Study," which in turn has issued in two classes in study methods given to advanced students by the two principals.

After the need of speech correction was shown in a survey of the school by the visiting specialist, a teacher of speech correction was added to the staff, who has now helped scores of pupils to overcome their added handicap, and contributed to the cause valuable papers on her work.

Co-operation with other agencies for the blind has always been the order of the day: attendance at conventions, with frequent contributions to the program; cordial support of the many projects of the Department of Experimental Studies; articles for the Forum for Teachers of the Blind, and other assistance to the American Founda-

tion for the Blind; reciprocal testing with the department of research at the Pennsylvania School for the Instruction of the Blind; courtesies to visiting scientists from abroad; a share in the work of the White House Conference on Child Health and Protection. Each year has brought its special problems and for each problem the staff in Applied Psychology has sought a scientific solution.

SAMUEL P. HAYES.

March, 1930.

FOREWORD.

(From *The Teachers Forum*, November, 1930.)

In the fall of 1927, the Lower School of Perkins Institution and Massachusetts School for the Blind was converted into a Department of Special Studies for the purpose of providing a place where the special problems confronting educators of blind primary children might be subjected to careful investigation. This experimental primary school is run jointly by Perkins and by the American Foundation for the Blind. The education of any group of physically handicapped children, whose handicap is their only common bond, is by no means easy. Many problems arise which must be subjected to long and thoughtful study if Society is to offer these children an opportunity to live on terms of social and vocational equality with other members of their families and communities. Yet the cost of the experimental procedure which is necessary for solving these problems is so high that educators of the blind have not been able to carry on such work in an adequate manner. The Department of Special Studies has been established to furnish assistance of this experimental nature to all educators of blind primary children. The difficulties are many, however, and too rapid achievement cannot be expected.

Although most of the evidence is empirical rather than statistical, there appears to be some justification for the often-heard statement that the mental and social status of blind pupils is undergoing a change; more and more of the children are coming from homes in which the intellectual and cultural levels are low. This means that educational methods must be changed to meet the more limited abilities of the majority of pupils with whom we now have to deal.

Yet probably in every school and class for the blind there are a few pupils whose mental abilities are far above the average. If these superior children are to advance as they should, and are to be kept from becoming mentally and physically lazy, they must be furnished an abundance and a richness of mental experience.

Such a wide distribution of abilities exists among the pupils in almost every school and class for the blind in the country, that there is need for the development of a curriculum based on individual instruction which will, at the same time, make as much use of group activities as is consistent with the welfare of the children. It is to help meet such

situations as this that the Department of Special Studies was brought into existence.

Among the studies made in the experimental school in 1930, one of the most helpful is the one on fundamental errors made by blind children in arithmetic. One of the most interesting, and possibly one of the most important from the point of view of future teaching methods, is the experiment still under way on the relative merits of teaching braille contractions from the beginning of a child's reading experience, or of postponing the introduction of contractions until the child's reading habits have been well established. Present indications are that the teaching of contractions from the first will prove to be the superior method. However, another year will be necessary before a definite statement can be made. The relative value of the slate and the braille writer for teaching beginning writing also promises interesting results. In connection with these experiments on reading and writing, it is interesting to note that the Howe Memorial Press is having difficulty in keeping up with the demand for more reading material on the part of the pupils.

The success of the Department of Special Studies has been greatly furthered by the cordial co-operation of Dr. Samuel P. Hayes, Professor of Psychology, Mount Holyoke College, and Director of Psychological Research at Perkins Institution. Perkins and the American Foundation for the Blind were also fortunate in being able to obtain the services of Dr. Frieda Kiefer Merry as Supervisor of the Department, since she has proved to have a most sympathetic understanding of the needs of blind children.

KATHRYN E. MAXFIELD,
Editor.

“HOW TO STUDY” COURSE FOR TEACHERS.*

In January it was announced that Dr. Samuel P. Hayes, professor of psychology at Mt. Holyoke College, would conduct for the teachers at Perkins Institution a course on “How to Study and Work Effectively.” Enthusiasm was aroused immediately and proved to be contagious, for many who were neither teachers nor pupils became interested and anxious to avail themselves of the opportunity to attend these lectures. This Mr. Allen and Dr. Hayes readily granted.

The object in giving such a course was the further promotion of efficiency, particularly in the classroom. But why shouldn’t the same general principles be applicable to others following various lines of work?

Before going on, perhaps it would not be amiss to refer the reader to an article by Herman Blair, principal of the literary department at the Louisiana School for the Blind, and published in the December, 1928, issue of this paper, under the caption, “The Need for Teaching How to Study in Our Schools for the Blind.” In this account the statement is made: “In business, efficiency is recognized as being of the greatest importance, since upon it depends success. The concern which can obtain maximum results at minimum expense is the one that succeeds in acquiring the wealth which it is seeking.” He compares education with business, since it results in output, giving to us knowledge and developing young people into alert, useful men and women. And education, too, depends upon efficiency.

When one realizes that a much longer period of time is required for the education of blind youth than for that of its seeing brothers and sisters, it is easily understood why teachers anxiously looked forward to this course as having possibilities that might hasten the process of education and at the same time produce satisfactory results. Perhaps the cause owes Mr. Blair some thanks for having sown the seed which yielded the rich lessons afforded in February.

To begin with, the course, based on Book’s “How to Study and Work Effectively,” covered a period of four week-ends and consisted of eight one-hour lectures by Dr. Hayes. Following each discourse was a short question period, during which certain points brought out by the

*Reprinted from *The Teachers Forum*, September, 1930.

lecturer were enlarged upon and new phases discussed. Attendance at these lectures usually numbered about fifty, including teachers, prospective teachers—members of the Harvard and Special Methods courses—together with several other interested workers.

The week prior to Dr. Hayes's first session, blanks were sent to the school, that each one might record for the seven days following the apportioning of the twenty-four hours daily, and thereby determine the amount of time profitably spent and the time wasted. For as it was pointed out later, it is necessary to use every minute to the best advantage; which in turn demands proper habits of sleeping and eating as well as those of studying, working, playing, etc.

The eight lectures, in their respective order, covered: a consideration of the meaning of efficiency and the functions of the teacher in securing it for the pupil; the physiological bases of fatigue; theories of sleep; the important question of attention; habits and emotions; passive and creative listening; scientific motivation; obedience. All these subjects were taken up from the practical standpoint of the teacher, and occasioned many interesting and profitable discussions of their applications to teaching problems in a school for the blind.

The book studied in connection with the lectures, is an excellent one, full of practical illustrations.

Perkins teachers and students profited greatly by this course and hope that it may be repeated at no distant date. Teaching in the class-room ought to be on a higher level than before on account of this period of study and research.

BERTHE E. SANGELEER.

May, 1930.

PERKINS INSTITUTION FOR THE BLIND—LIBRARY.

CIRCULATION.

YEAR.	IN SCHOOL. VOLS.	OUTSIDE OF SCHOOL. Nearly all in New England. VOLS.	TOTAL. VOLS.
1924-25	6,929	9,731	16,660
1925-26	6,630	9,751	16,381
1926-27	7,172	9,787	16,959
1927-28	8,373	10,874	19,247
1928-29	7,880	10,562	18,442
1929-30	8,804	11,516	20,320

M. E. SAWYER.

MY OPINION OF OUR HOME-NURSING COURSE.

At some time in her life every woman is called upon to administer to the sick, for which noble office she is especially well fitted by nature. Yet the services of many good women would be more effective in the alleviation of human suffering if those who rendered them had some knowledge of the cause and prevention of diseases and some practical training in nursing.

Realizing this need, the Red Cross has organized classes in many cities. The classes are directed by trained nurses, who instruct women in the fundamental principles of home care of the sick. In these classes the following subjects are studied: Personal hygiene, the making of a closed bed, the making of a bed containing a patient, the model home and sick room, the bed bath, small ways to bring a patient great comfort, indications of sickness, temperature, pulse, respiration, bacteria, communicable diseases, sterilization, general and daily care of the baby, treatment of common ailments, and first aid to the injured.

Such a course has been conducted at Perkins for several seasons. Although it was an experiment at first, it has proved so beneficial to those who have taken it that I venture to predict that it will ultimately become a part of our compulsory curriculum.

It is especially important that girls without sight should have some knowledge of home nursing. After leaving school, many of us will spend our lives at home. Perhaps we shall keep house, while another girl or woman in the family goes to business. In order to be successful housekeepers we must know something about hygiene, sanitation, dietetics, first aid and bedside care. Again, some of us may secure positions as mothers' helpers; and surely no woman would dare to entrust the care of her child to a girl who had no knowledge on the subject. A few of us may even be blessed with homes and families of our own to care for. In this case a grave responsibility will be ours; for upon us will depend their health and happiness.

A woman of sight can acquire much nursing skill from observation; but if those who do not see are to achieve it to even a small degree, they must be taught the various kinds of work and be allowed to demonstrate their knowledge in class.

Each lesson in our course has two divisions—the theoretical and the practical lessons.

Although the former may seem less interesting to some than the latter, it is equally important. It is not enough, for example, that we know how to give baby his bath. We should know what his normal weight ought to be at certain ages, when he should be expected to

see, hear, talk, walk, and display signs of mental alertness. The practical work must be supplemented by theoretical study if the course is to be of lasting value. Although about one-half of every two-hour lesson is devoted to copying notes in braille, the time is profitably spent.

The practical lessons are always delightful; for the class members take turns acting as patients upon whom to practise, and in the study of the baby a life-sized doll is used.

It is a great satisfaction to us to know that ours is the same course which seeing girls are taking, and that we can do the work equally well. The only thing which we cannot do is to read a thermometer, but even this is not a great disadvantage, for we can take the temperature and lay the thermometer down for another to read. In the meantime we can take the pulse and respiration.

In conclusion, I wish to state that, in my opinion, home nursing is one of the most valuable courses which has been introduced at Perkins in the last few years. It develops powers of observation, efficiency, initiative, neatness and speed. Every girl who has studied it has received not only splendid instruction but real pleasure as well. Those who are in this year's class find the lessons all too short. It is my hope that, in the near future, we may have more and larger classes, and more complete equipment, thus enabling a greater number of our girls to receive this excellent training. With it, they will not only be able to assist in caring for the sick, but, what is more important, they will be better fitted to take care of themselves.

THELMA HASWELL,
Student in the Girls' High School.

Home Nursing Class,
Mrs. HIGGS, Red Cross Instructor.

FORESTALLING THE DANGERS OF INSTITUTION LIFE.

A main objection to educating the blind child in an institution has been that, since he spends so small a part of his time at home, he must necessarily lose much of the wholesome influence of family life. When people have to be provided for *en masse* with respect to their physical as well as their mental needs, the labor required to do this has to be so carefully systematized and so entirely placed in the hands of efficient adults that it has a tendency to level off individual differences among children, to crush altruism, to leave scant need for responsibility on the part of pupils, and to afford little chance for cultivating

in them those social graces which do so much to lessen friction in the daily contacts of life.

Our "cottage-family plan" aims to obviate these dangers of the institution by introducing into it as many as possible of the features of family life. To this end, our upper school, instead of having two large subdivisions of about one hundred persons each, has been divided into smaller groups or families, which consist, in their ideal form, of a matron or house mother, four teachers or officers, and twenty pupils of differing ages, abilities and interests.

Though still rather large for a family, such a group is not too large, however, if I may judge from my experience in connection with the Girls' Department, for its members to know each other intimately—far more so than is possible in the case of the pupils and teachers of most schools. Stimulated by this personal interest of her teachers and her schoolmates, and unhampered by the formal discipline which a large group would necessitate, each girl in each family is encouraged to be her own best self.

Still further opportunity for the growth of a spirit of altruism is afforded in an arrangement like ours, whereby in the same family are mingled older girls and younger ones, experienced pupils and newcomers, girls with some sight and those without, capable workers and those who need suggestion and aid from a friendly housemate. What but a real family could furnish a better opportunity for the strong to help the weak?

To create a need for responsibility similar to that which rests upon the members of an ideal family, the work of the several households, instead of being entirely the concern of hired servants, whose help the pupils would soon come to take too much for granted, is entrusted in part to the various members of the cottage family. The setting and clearing of tables, the washing of dishes, the mopping of floors, and the dusting of furniture are done by the pupils as cheerfully and as conscientiously as are their book lessons. But their responsibility is made to extend beyond that of seeing that certain necessary domestic tasks are performed, to that of upholding the reputation of their cottage, so that the members of each group develop a wholesome loyalty to the house which is, as it were, a second home to them throughout their days at Perkins Institution, and a family pride in making their particular cottage as good as the best. Teachers and pupils alike are required to take care of their own rooms, in order that the latter may realize not only the necessity but the dignity of housework.

In still other ways the example of the teachers, as well as their precept, is intended to have an uplifting influence upon the pupils.

Our meals—of which the whole cottage family partake together—are not those hurried, mechanical proceedings described by one of our girls who had been visiting a school conducted on the congregate plan, but they afford the pupils opportunity to learn and time to practise ways of refinement and courtesy. Still further effort is made by the grown-up members of our families to socialize the pupils by seeking their co-operation in the entertainment of house or dinner guests and by leading them to conduct in their cottage living-rooms social affairs, to some of which they invite guests from other cottages or from outside the school.

In these various ways we are striving to make our cottage-family plan fulfil a real need of our pupils, whose home life is either limited to short periods or altogether lacking. It is our earnest hope that by so doing we may give our girls such ideals of refinement and duty as will make them acceptable and beloved members of their own family circles, to which they may return after leaving school, or of other families whom they may be employed to serve.

GERTRUDE S. HARLOW.

DIVISION OF THE BLIND.

Boston, March 17, 1930.

DEAR MR. ALLEN:

As the time approaches for me to visit Perkins more frequently and become better acquainted with the boys and girls who wish summer positions or permanent positions, I think it may interest you to hear somewhat in detail about the past placement for school girls as mothers' helpers.

In these days of unemployment and efficiency experts, it is practically impossible to find places in factories for our unskilled young people who are returning to school in the fall. The one line of work not so badly overcrowded is housework. There are still many homes with little children where regular maids are not employed, but where the busy mother needs help for which she cannot pay high wages. It is in such homes that your girls find harborage, and you can be proud of the records they have made as mothers' helpers.

One great advantage is that the girls go to their positions with the absolute determination of making good for the honor of the school. Many a girl has struggled through the first weeks of homesickness and strange surroundings with real heroism. By the end of the summer

they are all thankful for their experience and for the money they have earned. This varies from \$3 to \$15 a week, according to the girl's ability and degree of vision. A totally blind girl with experience earns \$5 a week, and the inexperienced girl with no sight receives \$3 or \$4, but the money is clear. Girls with some sight earn, according to experience and past record, from \$6 to \$15 a week.

The ladies for whom the girls work will often take them back or accept another Perkins girl when the next year comes around. They like the high ideals, refinement of voice, good English and pretty manners, with the willingness to work, which they find in your girls. This is especially true where there are children. The homes which accept the girls are often those of young college graduates, and the girl is taken in as one of the family. For higher wages the girl must sacrifice this arrangement and go to her position as a servant.

Some of your girls who are totally blind have been the best agents of publicity for the school. Visitors and neighbors have marveled at the intelligent and efficient way that work is accomplished and never again think of blindness as an unsurmountable handicap. Your Domestic Science Cottage is doing splendid work in training girls to become self-supporting. It is among these house-working young girls that no appeal comes for relief or financial aid of any sort, and I am very proud of their record of good, faithful service. They wash dishes, keep tidy the kitchen and bathroom, make beds, play indoors with the children, do cleaning under supervision, washing and ironing, and often help with the cooking. A few of the girls with useful vision are competent to do all general housework.

If we can persuade our girls as to the dignity of this household service and make them proud of the fact that in this way they are sure of earning their own livelihood, one of the real problems of employment for our blind girls will be solved.

May I thank you very personally for your interest and co-operation in this work, which I have enjoyed more than any other phase of my position?

Sincerely yours,

FLORENCE W. BIRCHARD,
Superintendent of Employment.

FACING REALITY.

During eighteen years of teaching in the Perkins Institution for the Blind, I have seen many a brave girl, with very little sight or none,

learn what she could in school and then go forth to earn her living. Widely varying in ability, these pupils have been diverse in their achievements.

A Dutch girl, Helga, is often in my mind, for she has worked according to her light in the most faithful manner and has endured what seemed the worst, with a gentle yet resolute spirit that I cannot forget.

She could see a little—enough to make her way about. But it was necessary that she learn to read with her fingers. To do so was not at all easy for her, but a task demanding long-continued endeavor. Her knowledge of English words was meagre, and the spelling of them bewildering. Times without number, she had to find the courage to rise above failure and begin again. Yet she did so—in spite of hours of utter discouragement—and continued until she had learned all she seemed capable of. It was not for her to graduate from the grammar school, but to make the best use possible of sixth-grade lessons and those in social living taught at the Perkins Institution.

Her father was a toiling farmer with a large family. She, with a sensitiveness to his cares, was eager to earn her way. Consequently she appealed to Miss Birchard, our placement agent for blind people in Massachusetts, seeking work. She found it.

Never was a girl more radiant than Helga when she became a mother's helper in a private family in Waban. Being within easy riding distance from the school, upon a free afternoon she used to call on her teachers to tell them about her work.Flushed with the thought of success in being valuable enough to keep a place and earn money every week, she told us with excitement of her experiences: the new things she learned, the mistakes she made at first, the kindness of the mother of the family who instructed her. The children, too, Helga was enthusiastic about. They were little boys—rough and full of pranks. A handful, indeed, but she loved them.

The weeks went by. Helga became more and more trusted. One day she appeared at Perkins with the youngest boy by the hand. Her face was all smiles; her voice full of gentle motherliness as she introduced the little fellow and led him to talk in his clear, high tones.

After that, Helga's time was much taken up because of the arrival in the family of a baby sister. There were many new ways of helping, then. The boys, growing older, were livelier than ever. Such an exciting family, Helga thought it! She used to tell with laughter of the unexpected situations she had to meet. However busy, she was happy, for the father of the family was most kind, and the mother always ready to teach her little maid patiently. Indeed, notwithstanding Helga's small amount of sight, Mrs. —— instructed her in cooking.

This opportunity was a great delight and led to one of the proudest moments of the girl's life, the day when she invited Miss Birchard to luncheon. She planned the menu, prepared the food, and served it herself. Helga beamed when she told us of the joy of that moment. And Miss Birchard was equally enthusiastic in her account of the occasion.

Growing more ambitious, Helga asked for a home-teacher, so that she might learn to stitch on the machine. While at school, she had enjoyed especially lessons in sewing. To learn to stitch was like graduate study to her.

Her thoughts were busy with the dresses she might make for herself. She planned her expenditures for clothes wisely; and, looking into the future, thriftily put her savings in the bank. She also took great pride in meeting the bill for her dentistry. For four years or more, life glowed with the pleasures of serving and earning.

Suddenly she grew frightened; her nerves seemed on edge. What was the matter? She failed to see the little she had always seen! The doctor was consulted. The oculists examined her. She went frequently to the hospital, thinking hopefully that something could be done to recapture the precious sight. For some months, she did not know that it had gone, not to return.

During this period of doubt, she had called the absence from her work a vacation. Eventually she realized that she could not go back to be mother's helper again. Her mistress found that little bit of sight Helga used to have quite indispensable. Another maid came to take her place.

Now, although frequently a totally blind girl has been an acceptable mother's helper, it is not the newly-blinded who can hope to be.

Again Helga had to face life with all its forbidding prospects. She shrank from returning to the farm to be supported by her father as if she were a child. She dreaded to return to school again to enter classes with girls much younger than herself. She must choose, however. There stood the school, ready to take her again and help her live successfully as a blind person. To be sure, she could not hope to progress in the grades. But Perkins offers more than subjects. There is much to be learned just through the situations created by community living, and by associating with those who have had much experience with blindness.

And so Helga returned to us for a year, a girl changed, older, apprehensive. She cautiously made her way about, took many a bump, studied with the younger girls. She did not laugh very often, but was quick to tears. Down within her, however, was that sweet, brave spirit —her face was alight with it sometimes—that struggled to win over

obstacles. Gradually it triumphed. She began to plan once more. When June came, she left us to return to the farm, talking hopefully of finding some way to help her Daddy. Her life had held one great adventure—those years when she had succeeded as a mother's helper. How beautiful they seemed in retrospect! Should she ever earn again? She could not tell. But she smiled and spoke cheerfully when she bade her teachers good-bye.

GENEVIEVE M. HAVEN.

November 4, 1930.

THE TEA IN MISS McMASTER'S HONOR.

Wednesday, June 4, was a glorious day. It seemed made for some particular occasion—and so it was. On that afternoon, at about the hour of three, people, attired as for a gala event, might have been seen coming out of this or that cottage. The noticeable thing about it was that all seemed to be going in the same direction—to that delightful home at the southeast corner of the Perkins grounds. "The Andrews" were having a tea.

This was no ordinary tea. The guest of honor was Miss McMaster, who was leaving Perkins after forty years of devoted service. In spite of this record, she was not leaving gladly, but because it seemed best, and the thought of at last giving up her life's work was a hard one for her. For this reason it was agreed that no mention should be made to her of her departure.

On arriving at the house one found flowers everywhere—Perkins flowers. In the dining room, which is a sun room, an oval table was set with a shining silver service at each end. One might have tea or coffee and his choice of a great variety of delicious sandwiches and cakes. Outside, near a pine tree on the lawn, was another table from which refreshments were served, only here the drink was a cold, refreshing fruit punch.

All these things were served by friends, but those who poured were friends of long standing—Mrs. Flanders, Mrs. Mabey, Mrs. Gleason and Miss Fish, all of whom had been at South Boston with Miss McMaster.

Among the groups which came and went about the house and lawn until long after five, the guest of honor moved in her quiet way, smiling always and chatting with each and every one. There were some who had not even known her until that day, but they, with her oldest friends, were glad to be there.

A tea it was, but one with a very sober purpose and one long to be remembered. Who that was there could help but ponder on the sacrifices and denials of those many years? The record of her beautiful service and patience tells how truly she has learned "to labor and to wait."

MARION A. WOODWORTH.

June, 1930.

A HAPPY REUNION.

"How dear to my heart are the scenes of my childhood" was the refrain which echoed in the hearts of forty-three Upper School girls who came to Bradlee Cottage, Wednesday night, January 21, for a reunion of their kindergarten days.

Purposely, no special program had been planned, and the girls wandered around the lower floor, renewing their acquaintance with little chairs and tables, dolls, toys and models used when they were in the kindergarten; sitting in their places at the tables in the dining room, where they had their first lessons in table etiquette.

It was suggested that we have "Our morning circle," and sit in the little chairs. As there were not enough to go around, some sat on the floor, making a very attractive picture.

Strange to say, the first song asked for in chorus was

Father, we thank Thee for the night
And for the pleasant morning light,
For rest and food and loving care,
And all that makes the day so fair.

It came from the hearts of the girls and was, indeed, a real hymn of Thanksgiving. It was surprising how well they remembered the words.

The girls spent the refreshment time reminiscing, and "Do you remember this?" and "We used to do that" were continually heard.

After refreshments, some kindergarten games were played with great glee, and as the home-going hour drew near the kindergarten rang with the sweet, girlish voices, sending forth the sandman's song, "Go to sleep, good-night," followed by "Good-night, Bradlee, we're going to leave you now."

While they have left Bradlee, let us hope that its pleasant associations will linger with them always and be a helpful and happy memory.

WILHELMINA HUMBERT.

January 22, 1930.



Perkins Institution, 1928.

Primary girls in their garden patches.



Perkins Institution.

Primary boys digging a compost pit in their orchard, October, 1929.



Perkins Institution, 1928.

Kindergarten girls in free-time play.



Perkins Institution, 1930.

Kindergarten boys at play in their living-room.

DE NOSTRIS AVIBUS.

To begin with, I shall say that my sister gave me two canaries. Their names are Peter and Polly. At first I kept them both in the same cage, but since they refused to sing, I separated them. I gave Peter to my next-door neighbor and kept Polly in my own room. It was not very long before they started to sing to each other. Peter ended most of his songs with a prolonged high note. Some of the members of the household said that it sounded like a water faucet.

One day, as Peter's mistress was sitting in her room, she heard the birds talking back and forth to each other. She noticed that Polly's voice seemed to be coming nearer, and looking up she beheld Polly walking daintily into the room. Her intention was plainly to get to Peter. She flew up onto a rocking-chair, but the chair was so very large and slippery, and she so very tiny, that she had some difficulty in keeping her foothold and did considerable sliding around in it. After a short conversation with Peter through the bars of his cage, she was returned to her own cage, the door of which was wide open. None of us has ever found out how she got it open.

Another canary named Pete came to live in the house. He sang very beautifully.

A friend of ours suggested that we raise some canaries. She said that she had raised them and would help us. We purchased a breeding cage and installed Peter and Polly in their new home, a very happy bride and bridegroom. They had not lived long in their new home before Polly started flirting with Pete. They would chirp back and forth to each other, making Peter very jealous and excited.

Our friend made them a nice nest, but they pulled it out over and over again. They finally accepted it, putting a few finishing touches on to suit themselves. One morning as I was fixing the cage, Polly squeezed out and had a grand fly. After several attempts I caught her and put her back, much to Peter's delight. After breakfast we were quite excited, on looking into the nest, to find a little grayish-blue egg about the size of a Concord grape. The next morning, on looking, we beheld another egg of the same description. We placed the cage in a room of even temperature and Polly began her work. She sat on the eggs for two weeks. But do not think for a moment that Peter was idle all this time. Oh no, he had to feed her and had very little spare time. What little time he did have he spent in singing songs to her.

On the fifteenth of March I went into the room and was greeted by a tiny peeping sound. I listened carefully and, sure enough, our little baby canary had awakened to his first day. I gave the parents yolks of eggs mixed with cracker crumbs which they fed to the baby.

He was destined to be an only child, for the other egg did not hatch. The baby was very strange-looking at first. He looked to me like a piece of pink fuzz with a very large mouth which was wide open most of the time. His looks improved very rapidly, and within two weeks he looked like a real bird. During this period he had numerous distinguished visitors. His parents took very good care of him for about three weeks, but then a sad thing occurred. It was discovered just in time, one day, that Polly was pecking a good many of the poor little baby's feathers out. I do not like to think what might have happened had this affair been allowed to continue much longer. Shortly after this Lindy, the baby, was put into a cage by himself.

He soon learned to fly and made his first long flight down stairs, landing very gracefully on the hall table. It was very amusing to see him exploring in his new cage. When he discovered the swinging perch, he tried it out immediately and swung so hard that he hit both sides of the cage. Lindy seems to be getting along very well and will probably soon try to sing.

I have only told a few of the interesting things in bird raising. For those who are fond of nature it is a very interesting and worth-while experiment to try.

BARBARA FARNHAM,
Member of the Class of 1932.

BUTTERCUP, *alias* RODEO.

Our twelve-year-old boys have acquired some degree of skill and responsibility in caring for hens, pigs and sheep. When the steward suggested that they become owners of a half-grown heifer, they felt equal to doing so and eager for the experience.

The animal, accordingly, came in January. Relays of two boys each care for her. One boy, with some vision, keeps her stable supplied with clean straw or shavings and carries numerous pails of water for her to drink; another, without sight, gives her rations of grain and hay. Both boys, and others who visit, feed her pieces of apple and turnip from their hands.

Influenced by strange surroundings and absence of her kind, the animal made no sound for a number of weeks. Finally, she became vocal and emitted with frequency her resounding call. This was

gratifying to the boys. "She sings in A-flat," said one possessed with infallible pitch.

The first team to take charge named her "Buttercup." The next had different ideas. They tied red bandannas about their necks, renamed her "Rodeo," and in imagination were cowboys on Western plains.

ETHEL D. EVANS.

HOWE MEMORIAL PRESS.

WORK ACCOUNT FOR THE YEAR ENDING AUGUST 31, 1930.

Plates Embossed:

Literature	903
Music	176
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	1,079

Printing:

Braille	75,884
"Weekly News" covers	51,580
Line type covers, labels, cards, etc.	123,524
	<hr/>
	250,988

APPLIANCES AND GAMES.	Made this Year.	Sold this Year.	Total sold from Sept. 1, 1907, to Aug. 31, 1930.
Pocket braille slates	939	1,009	14,051
Desk braille slates	1,663	1,702	13,799
Card-marking slates	100	14	123
Roller braille slates			3
Styluses	3,225	5,301	65,194
Hall braillewriters			145
Boston braillewriters			68
Perkins braillewriters Model A			106
Perkins braillewriters, Model B			100
Perkins braillewriters, Model C		56	71
Perkins braillewriters, Shorthand			11
Aluminum writing boards	180	147	1,438
Fiber writing boards	907	625	10,144
Wire Signature guides	52	55	447
Aluminum alphabets	100	116	1,243
Plain pegboards		86	969
Reversible pegboards		21	260
Map cushions	12	8	64
Caning vises		7	68
Wringer presses, power		1	4
Wringer presses, hand			2
Thermometers	50	24	143
Season apparatus			3
Checkers	200	172	2,953
Dominos		95	2,220
Puzzle-Peg	19	19	253
Crossword		4	18
Playing cards	72	84	1,165

FRANK C. BRYAN.

ACKNOWLEDGMENTS.

I. ACKNOWLEDGMENTS FOR CONCERTS, RECITALS AND DRAMATICS.

To Mr. AARON RICHMOND, for an average of seven tickets for each of three recitals in Jordan Hall, Boston.

To Mr. CARLO TOSI, for twenty-four tickets for a vocal recital by Mme. Luisa Tosi, soprano, in Jordan Hall.

To Mr. ERNEST L. NICHOLS, for a general invitation to a series of organ recitals at Central Congregational Church, Newtonville.

To Miss MARIA PURDON, for twelve tickets for a pianoforte recital by Miss Dai Buell.

To Mrs. ANITA DAVIS-CHASE, for eight tickets for a vocal recital by Miss Flora Woodman in Jordan Hall.

To the players in "Our Theatre," Peabody Playhouse, Boston, for twenty tickets for a performance of "A Midsummer Night's Dream."

To Mrs. HOMER GAGE, for ten tickets for a violin recital by Harry Melnikoff in Jordan Hall.

To Mr. L. D. GIBBS, for six tickets for a concert by the Oberlin College Glee Club at University Club, Boston.

To Mr. RAYMOND C. ROBINSON, for six tickets for each of two organ recitals in King's Chapel, Boston.

To Mrs. JOHN W. MYERS, for six tickets for a vocal recital by Beniamino Gigli in Hotel Statler, Boston.

To the FELIX FOX SCHOOL ASSOCIATES, for six tickets for a violin recital by Wassily Besekirsky.

To Mrs. ALVAN T. FULLER, for twelve tickets for a violin recital by Abraham Haitowitsch in Hotel Copley-Plaza, Boston.

To Mr. JAMES R. HOUGHTON, for twelve tickets for a concert by the Amphion Club in Symphony Hall, Boston.

To Mrs. ALGERNON COOLIDGE, for five tickets for a lecture by Angelo Patri.

To BOSTON COLLEGE ATHLETIC ASSOCIATION, through Mr. F. A. Reynolds, manager, for a general invitation to football games at Boston College.

II. ACKNOWLEDGMENTS FOR RECITALS AND LECTURES IN OUR HALL.

To the Rev. JAMES D. CUMMINS, for a talk on his travels in Spain.

To Dr. SAMUEL P. HAYES, for a lecture on "Thinking," and again for one on "Active Listening."

To Mr. WILLIAM D. STRONG, for a pianoforte recital.

To Mrs. LUCIA AMES MEAD, for a talk on international affairs.

To Miss FLORENCE ANDREW, for an evening of humorous readings.

To Rabbi HARRY LEVI, for a talk on "American Ideals."

To the R. H. WHITE COMPANY, for a visit to our children from

"Mother Goose" and again for one from "Ilak," the biggest dog in the world, with his master, Mr. Strothers.

III. ACKNOWLEDGMENTS FOR BOOKS, PERIODICALS AND NEWSPAPERS.

American Review (embossed), The Beacon (embossed), Braille Courier (embossed), Le Braille Magazine (embossed), Braille Star Theosophist (embossed), Catholic Review (embossed), Channels of Blessings (embossed), Christian Record (embossed), Christian Science Monitor, Christian Science Quarterly (embossed), Church Herald for the Blind (embossed), Colorado Index, Congregationalist, through Mrs. GEO. H. REED, Esperanto Ligilo (embossed), Full Gospel Monthly (embossed), Illuminator (embossed), International Braille Magazine (embossed), Lions Juvenile Braille Monthly (embossed), Lutheran Herald for the Blind (embossed), Lutheran Messenger for the Blind (embossed), Matilda Ziegler Magazine (embossed), The Mentor, The Messenger to the Sightless (embossed), National Magazine for the Blind (embossed), Ohio Chronicle, Optimist, Our Dumb Animals, Our Special (embossed), Our Own (embossed), Il Progresso (embossed), Red and White (embossed), Rocky Mountain Leader, The Searchlight (embossed), The Theosophical Path, The Utah Eagle, Weekly News (embossed), Weekly Review (embossed), West Virginia Tablet.

To Miss HELEN A. BRAGG, Mrs. ISABELLE B. BURKE, the CHEMICAL FOUNDATION, N.Y., GRACE CATHEDRAL MISSION OF HEALING, MOTION-PICTURE PRODUCERS AND DISTRIBUTORS OF AMERICA, Miss C. E. McMaster, and Dr. S. M. STINCHFIELD, for letterpress books.

To AMERICAN BROTHERHOOD FOR FREE READING FOR THE BLIND, AMERICAN FOUNDATION FOR THE BLIND, A MEMBER OF THE JUNIOR LEAGUE OF DETROIT, MICH., Dr. BEACH, BRAILLE INSTITUTE OF AMERICA, Mrs. ANDREW CARNEGIE, CLEVELAND CHAPTER OF THE CHI OMEGA SOCIETY, DEPARTMENT OF MISSIONS OF THE GRACE EPISCOPAL CHURCH, Mrs. J. JANSEN, JUNIOR WOMAN'S CLUB OF ARLINGTON, N.J., KENWOOD ALUMNÆ, four LIONS CLUBS, Mrs. RICHARD MORTIMER, Rev. SAMUEL S. NICKERSON, Mrs. J. M. ROWAN, Hon. ALFRED E. SMITH, Mr. SMYTHE and Dr. J. E. BURKE, SWEDENBORG SOCIETY, TRIAD CLUB OF NEW YORK CITY and WORTHWHILE CLUB OF HIGHLAND PARK, MICH., for embossed books.

To SARAH F. BREMER, JENNY BROOKS, KATHERINE W. BROWN, EUNICE G. CARMAN, LOUISE D. GARDNER, GENEVA HAMMOND, MARY S. HOLBROOK, ROSLYN JACOBSON, Mrs. J. R. McDONALD, MARY MANTON, JEANNETTE M. O'CONNOR, WINIFRED H. ROBERTS, DAISY E. ROGERS, ELIZABETH H. SMITH, EMMA FISKE SPENCER, HARRIET S. STEINBACK, ANITA S. WARD, and EMMA WHITTEMORE, for hand-copied books.

IV. ACKNOWLEDGMENTS FOR GIFTS.

To Mrs. E. PREBLE MOTLEY, Miss ELEANOR PARKER, Mrs. WALTER CABOT BAYLIES, Miss CARRIE O. SILLOWAY (in memory of her mother), Mr. C. B. HASTINGS, Mrs. S. HYSLOP (for the benefit of our Boy Scouts), Mr. FRED WALSH, Miss EDNA VAN HORNE, Mrs. J. M. ANDERSEN, Mr. JOHN P. MARSTON; the Primary Department of Union Con-

gregational Church of Weymouth and East Braintree, through Mrs. NEWMAN PAGE; children of Temple Israel Religious School, through Miss FANNY GOLDSTEIN; the kindergarten and primary department of the Church of the Disciples, through Miss ELLEN P. LOW; and children of a summer Sunday School at Goodwin's Landing, Marblehead, through JOHN A. SAWYER, for gifts of money.

To the BOSTON COMMITTEE FOR THE BLIND, Mrs. Benjamin Tishler, chairman, for gifts of money, clothing, fruit, confectionery and ice cream, personal service to some of our pupils, cottage sociables for the several family groups, a week's camping party for a number of the boys, and regular conveyance for several pupils to and from Temple Israel, Boston.

To the parish of ST. PATRICK'S CHURCH, Watertown, for regular transportation of pupils to and from services at that church.

To Mrs. GUY FLETCHER, Mrs. C. LESTER VIRGIN, Mrs. W. M. ARONSON, Mr. JOSEPH B. SALSBURY, Mrs. ALEXANDER SIMONS, Mrs. FANNIE KOOPMAN, Mrs. C. SIMONS, Mrs. ROBERT E. NAUMBERG and Miss BERTHA TISHLER, for clothing.

To the Shawmut Lodge, A. F. and A. M., of Boston, and to the Woolworth Company of Newton Centre, for confectionery; to Mr. JAMES H. PROCTOR, for apples; and to the National Biscuit Company, for crackers.

To a friend, through Mrs. E. PREBLE MOTLEY, for five canaries, with cages, stands, food and instruction books.

To the Goodyear Tire and Rubber Company, Akron, Ohio, through Mr. HUGH ALLEN, manager Publications Department, for a toy Zeppelin, with descriptive notes; and to Mr. J. W. HORTON, Foot Health Educational Department of George E. Keith Company, Campello, Mass., for an exhibit showing the different parts which make up a shoe.

To Mrs. HENRY I. BOWDITCH, for the mounted head of a deer.

To Mr. GEORGE S. PARKER, for maps and puzzles for the children's use.

To Mrs. H. T. HAYWARD, for Ampico records; and to Mrs. RUFUS P. WILLIAMS, for manuscript music.

To Mrs. MINNIE HOWLAND, and to a group of Girl Scouts of Somerville, for dolls for the little girls.

LIST OF PUPILS.

OCTOBER 1, 1930.

UPPER SCHOOL.

Accorsi, Annie.
Baker, Elsie.
Barnes, Florence E.
Bedrosian, Mary.
Beliveau, Leontine T.
Bleendes, Florence.
Buckley, Frances A.
Burt, Eleanor T.
Call, Melba.
Candage, Rachel E.
Capone, Mary C.
Chelifou, Doris E.
Coakley, Alice L.
Cordor, Jennie.
Corsi, Angelina.
Crossman, Evelyn M.
Czyzewski, Margaret J.
Dardioli, Luigina.
Dean, Virginia M.
DeDominicis, Edith.
Dien, Sarah M.
Doherty, Kathleen E.
Downey, Mary A.
Duquette, Blanche.
Edwards, Eleanor B.
Flanagan, M. Ursula.
Furtado, Matilde.
Giallombardo, Rose E.
Glynn, Helen.
Guernsey, Rena G.
Harasimowicz, Alice.
Harley, Rita M.
Haswell, Thelma R.
Hinckley, Geraldine.
Ingersoll, Dorothy.
Kazanjian, Zaroohie.
Lamoreux, Mary J.
Libbey, Fannie E.
MacDonald, Marion.
Macdougall, Mildred D.
McGovern, Velma.
McNamara, Eileen.
Mierzewski, Stephanie.
Milner, Edith L.
Mitchell, Ethel G.
Morris, Irma.
Moses, Annie R.
Newman, Mary A.
Nowicki, Janina.
Oeksreider, Grace.
Ogilvie, Hilda M.
Pepe, Carmella.
Pepe, Philomena.
Perry, May B.
Reese, Helen.
Robinson, M. Viola.
Roy, Catherine L.
Saverino, Maimie.
Scherer, Helen A.
Silvia, Emma.
Sordillo, Mary.
Stanevitz, Mary.
Statuta, Mary.
Stevens, Charline E.
Swazey, Mauretta.
Szezerba, Mary.
Taylor, Mary J.
Widger, Evelyn L.
Withrow, Cora.
Wolfson, Martha.
Young, Pearl M.
Younie, Bernice E.
Adams, Raymond G.
Barker, Douglas H.
Barrett, Robert C.
Beaulieu, Ernest.
Berube, Walter.
Bowden, Robert F.
Butler, M. Joseph.
Cambardelli, Arthur J.
Cammarano, Angelo.
Campbell, Peter F.
Caroselli, Andrea.
Casavant, F. Maurice.
Casella, Charles.
Cetto, Joseph.
Chapman, Winthrop C.
Chombeau, Bertrand.
Comeau, Bernard.
Connelly, Edward P.
Cook, William L.
Cookson, Robert.
Cormier, Alfred.
Costa, Anthony.
Cowick, Orville H.
Czub, Albert.
Damon, George M.
Davy, Horace.
Donovan, Thomas J.
Egan, John P.
Fiske, Howard R.
Gagnon, René.
Giuliano, Paolo.
Goguen, Raoul.
Gould, Basil.
Greene, Frank H.
Hannon, James E.
Hannon, John F.
Hatch, Arthur F.
Hull, Richard L.
Keefe, Clarence G.
Kesselman, Max.
Kwoisnieski, Thad. W.
Lahti, George V.
Lankovicz, Stanley.
Lincoln, Carlton G.
MacLaughlin, Leroy B.
Marchisio, Aldo.
Marchisio, Guido.
Maschio, Angelo N. B.
McGinnis, Edwin J.
Melanson, Hervé J.
Michaud, J. Armand.
Miskiavitch, Norbert.
Mukhdjian, Tateos.
Nagle, John F.
Paice, Gerald J.
Petherick, George.
Pike, Norman N.
Polchlopek, Frank.
Pollino, Anthony.
Pontarelli, Rocco.
Powers, William E.
Rainville, Harvey L.
Ramos, Joseph.
Reinert, Alfred E.
Rock, Raymond G.
Rubin, Manuel.
Sanchez, Oliverio.
Santos, Tony.
Shulman, George.
Simons, Charles.
Spelman, Kenneth.
Stott, Lester W.
Thompson, R. Lawrence.
Tobey, Arthur W.
Vachon, Edouard.
Vincent, A. Roy.
Williams, Clifford.
Witkowski, Victor.

LOWER SCHOOL.

Andrews, Mary.	O'Donnell, Louraine.	English, Nelson.
Beaudoin, Marie.	Pepe, M. Angelina.	Frizzell, Frederick.
Bergamasco, Florence.	Polizzi, Jennie.	Frost, Robert.
Bocci, Ellen.	Potter, Ruth.	Gifford, D. Paul.
Bresnahan, Mary F.	Price, Ruth E.	Graham, Douglas M.
Casella, Frances.	Reinert, Elsie.	Hayward, Launcelot H.
Cerullo, Ida.	Reinert, Marion.	Henry, Byron L.
Clarke, Virginia.	Ricker, Ruth.	King, Carl S.
Coombs, Shirley.	Shiers, Virginia.	King, John C.
Correia, Angelina.	Shiros, Anna.	Kiwior, Bronislaw.
Correia, Fanny.	Souza, Irene M.	Lee, Donald.
Cox, Ruth A.	Surprenant, Lillian V.	Legasse, Silvio.
Della Morte, Maria.	Swanson, Grace E.	Licato, Fortunato.
Del Padre, Eva.	Szalay, Agnes.	Little, Robert E.
Devino, Catherine L.	Taylor, Everill.	Lubin, John.
Falgione, Helen O.	Tebbetts, Margaret E.	Macalusso, Biaggio.
Foley, V. Marion.	Therrien, M. Rose.	Marinello, Domenic.
Getchell, Barbara.	Tirocchi, Salma.	Martin, Earl.
Gibalerio, Kathryn Z.	Allen, Alden E.	Maynard, Merrill A.
Godin, Leona A.	Autuori, Americo.	Medeiros, Joseph.
Graham, Alvaetta.	Bessette, Francis E.	Morris, Kenneth A.
Gurry, Martha V.	Boardway, Norman F.	Morrison, John J.
Hallissey, Mary F.	Bradford, James A.	Neuwirth, William A.
Hawkins, Rose E. A.	Briggs, Clarence.	Nicholas, Leo.
Hawks, Betty R.	Chandler, Horace P.	Nichols, Alaric G.
Homen, Georgianna.	Cirella, Anthony.	Pasterczyk, Henry.
Irwin, Eleanor I.	Close, Malcolm G.	Patch, Robert L.
Kennedy, Ethel I.	Conley, James.	Plourde, Gilbert.
Logan, Mertys M.	Consigli, Albert.	Santangelo, Samuel P.
Lovejoy, Mildred E.	Correia, Frank.	Small, Philip L.
Machon, Wanda.	Correia, Joseph.	Southern, Charles D.
Maffini, Gloria F.	Corsi, Alfred.	Sprague, Charles R.
Marcotti, Thelma L.	Cotter, Thomas E.	Swett, Frank A.
McEvoy, Evelyn M.	Crandall, Henry.	Tancrelle, Gideon.
McNamara, Lorraine.	Delaney, James D.	Townsend, Harmon R.
Miller, Marie A.	Di Francesco, John.	Van Vliet, Franklin E.
Mullaney, Margaret L.	Di Stefano, Albert.	Vennert, Ronald E.
Nicholas, Bernice.	Doncaster, Wendell V.	Walsh, James.
Nicholas, Doris.	Downing, Herbert J.	Zermas, George.
Nickerson, Vivian M.	Ellis, Warren P.	

The places from which these pupils come and the number from each place follow:—

Massachusetts	169	Bermuda	1
Rhode Island	31	Cuba	1
Maine	27	Greece	1
Vermont	19	New York	1
New Hampshire	8	Pennsylvania	1
New Jersey	7	South Dakota	1
Alaska	1	Wisconsin	1

CHRISTMAS MUSIC BY THE CHOIR OF PERKINS INSTITUTION AND THE CHILDREN'S CHOIR OF THE LOWER SCHOOL.

EDITH MILNER, *Violinist.*

*LORETTA NOONAN, *Soprano.*

*MABEL PARCHER, *Soprano.*

†ROBERT BARRETT, *Baritone.*

*ANTONIO MARTONE, *Tenor.*

ROBERT QUALLS, *Narrator.*

DWIGHT HALL, SUNDAY AFTERNOON, DECEMBER 15, 1929, AT 3 O'CLOCK.

MEMBERS OF THE FACULTY PARTICIPATING.

MISS MATTHEWS, *Soprano*, MISS PRATT, *Contralto*, MISS STARBIRD, *Alto*,
MISS WOODWORTH, *Soprano*, MR. ANDREWS, *Tenor*, MR. NEAL, *Bass*, MISS
SEYMOUR, *Pianist*, MR. HARTWELL, *Organist*, MISS THAYER, DIRECTING
THE CHILDREN'S CHOIR.

EDWIN L. GARDINER, DIRECTOR.

PROGRAM.

Rejoice Greatly	John E. West
The Divine Infant	Old French Carol
Fair Judea	Mackinnon
Bring a Torch, Jeannette, Isabella	Old French Carol
A Song for Christmas	Daniel Gregory Mason
Besançon Carol	Harmonized by Sir John Stainer
Noel of the Bressan Waits	Darcieux
In Bethlehem	Kingsley
Christmas Hymn (from the 17th century)	Jungst
The Angels and the Shepherds	Old French Carol
O Nightingale!	Old French Carol
The Quest of the Magi	H. Alexander Matthews
The Cornish Bells	Tertius Noble
Adoration of the Magi	Dickinson
Cradle Hymn (duet for tenor and soprano)	Horatio Parker
Rex Gloriæ: A Christmas Recessional	Samuel Richards Gaines

* Graduates of Perkins Institution.

† Member of the Senior Class.

CHRISTMAS MUSIC BY THE CHOIR OF PERKINS INSTITUTION AND THE CHILDREN'S CHOIR OF THE LOWER SCHOOL.

EDITH MILNER, *Violinist.*

*LORETTA NOONAN, *Soprano.*

†MARY ELLIOTT, *Contralto.*

†ROBERT BARRETT, *Baritone.*

*ANTONIO MARTONE, *Tenor.*

DWIGHT HALL, SUNDAY AFTERNOON, DECEMBER 22, 1929, AT 3 O'CLOCK.

MEMBERS OF THE FACULTY PARTICIPATING.

MISS MATTHEWS, *Soprano*, MISS PRATT, *Contralto*, MISS STARBIRD, *Alto*,
MISS WOODWORTH, *Soprano*, MR. ANDREWS, *Tenor*, MR. NEAL, *Bass*, MISS
SEYMOUR, *Pianist*, MR. HARTWELL, *Organist*, MISS THAYER, DIRECTING
THE CHILDREN'S CHOIR.

EDWIN L. GARDINER, *Director.*

PROGRAM.

PART ONE.

Rejoice Greatly	John E. West
Bring a Torch, Jeannette, Isabella	Old French Carol
Winter Legendry	Samuel R. Gaines
In Bethlehem	Kingsley
Fair Judea	Mackinnon
Besançon Carol	Harmonized by Sir John Stainer
The Divine Infant	Old French Carol
O Nightingale	Old French Carol
Christmas Hymn (from the 17th century)	Jungst
Come, All Ye Children	Castillian Melody
Cradle Hymn (duet for tenor and soprano)	Horatio Parker
Adoration of the Magi	Dickinson

* Graduates of Perkins Institution.

† Members of the Chorus.

PART TWO.

The Story of Christmas *H. Alexander Matthews*
The Prophecy.
The Annunciation.
The Vision of the Shepherds.
The Journey of the Shepherds.
Voices of the Sky (*Tenor Solo*).
The Quest of the Magi.
Sleep, Holy Babe (*Alto Solo*).
Fulfilment of the Prophecy.

First Sonata for Organ (First Movement) *Felix Borowski*
RAOUL J. GOGUEN.

THE SERVANT IN THE HOUSE.

By CHARLES RANN KENNEDY.

A Play of the Present Day, in Five Acts, Scene Individable,
Setting Forth the Story of One Morning in the Early Spring.

PRESENTED BY THE "PERKINS PLAYERS."

FOR THE BENEFIT OF THE HOWE BENEFICIARY FUND AND THE PERKINS
ATHLETIC ASSOCIATION.

PERKINS INSTITUTION, WATERTOWN, MASS.

FRIDAY EVENING, MARCH 21, AT 8 O'CLOCK, AND SATURDAY AFTERNOON,
MARCH 22, AT 2.30 O'CLOCK.

PERSONS IN THE PLAY

James Ponsonby Makeshift, D.D., The Most Reverend,

The Lord Bishop of Lancashire	ROBERT CRAIG BARRETT
<i>The Reverend William Smythe</i> , Vicar	PAUL GIULIANA
<i>Auntie</i> , The Vicar's Wife	MISS HAZEL ALLEN (of the Faculty)
<i>Mary</i> , their niece	MISS RUTH ERBRICH (of The School of Expression)
<i>Mr. Robert Smith</i> , a gentleman of necessary occupation	ALFRED CORMIER
<i>Rogers</i> , a page-boy	GERALD PAICE
<i>Manson</i> , a butler	ALDO MARCHISIO

Time—An early morning in spring

Place—An English country vicarage

Nun Danket Alle Gott *Sigfrid Karg-Elert*

RAOUL J. GOGUEN.

Costumes from Hayden Costume Company.

The cyclorama used on the stage was made by
Capron Lighting Company.

CONCERT BY THE CHOIR OF PERKINS INSTITUTION.

EDWIN L. GARDINER, CONDUCTOR.

ASSISTED BY THE VANNINI SYMPHONY ENSEMBLE AND

EDITH MATTHEWS, *Soprano.*

RALPH TAILBY, *Baritone.*

EDITH MILNER, *Violinist.*

JORDAN HALL, SATURDAY AFTERNOON, MAY 10, 1930, AT 3.30 o'CLOCK.

PROGRAM.

Harrying Chorus *Edgar Stillman Kelley*
(From the Plymouth Tercentenary Pageant.)

The Pilgrims (Words by Mrs. Hemans) *George W. Chadwick*
(The orchestration for this chorus is by Edward Jenkins.)

Violin Solos:

Arioso *Johann Sebastian Bach*
La Precieuse *Couperin-Kreisler*
Tempo Di Minuetto *Pugnani-Kreisler*

EDITH MILNER.

Feast of the Holy Grail *Richard Wagner*
(From the first act of "Parsifal")

Excerpt from the Orchestral Suite "Le Lac de Cygnes" . . *Tschaikowsky*
AUGUSTO VANNINI, conducting.

Scenes from the Song of Hiawatha:

"The Death of Minnehaha" *S. Coleridge-Taylor*
(A cantata for chorus with soprano and baritone solos.)

GRADUATING EXERCISES OF PERKINS INSTITUTION AND MASSACHUSETTS SCHOOL FOR THE BLIND.

THURSDAY, JUNE 19, 1930, 8 P.M.

PROGRAM.

Choral Prologue—"Salutation" *Samuel Richards Gaines*

Essays:

The Problem of Finding One's Work.

MARY STATUTA.

Improvements in Illumination.*

ALICE EILEENE BUCKLEY.

Visiting Historic Houses.

MARY ELLEN SHEA.

Dr. Primrose's Ideas on Prison Reform.

EVA MARIE GAGNON.

Tenor Solo—"Orpheus with his Lute" *Sir Arthur Sullivan*

CHARLES PHILLIP EATON.

Essays:

Nature Study on our Campus.

JULIET LOUISE L'HEUREUX.

In Praise of Laughter.

MARY JEAN CHERLIN.

An Economic Problem.

ALBERT CZUB.

The Effect of Modern Civilization on the American
Indian.*

ROBERT CRAIG BARRETT.

The Sunlight Lamp.

ARNOLD C. BAILEY.

* Reading omitted.

Baritone Solo—"Invictus" *Bruno Huhn*
ROBERT CRAIG BARRETT.

Essays:

Boy Scouts of America.

ALFRED E. REINERT.

The Linotype Machine.*

CHARLES PHILLIP EATON.

Television.

ROCCO PONTARELLI.

Marshal Foch.

ALDO MARCHISIO.

Presentation of Diplomas and Certificates

Choral—"Grant us to do with Zeal" *Johann Sebastian Bach*

*Reading omitted.

STATEMENT OF ACCOUNTS.

BOSTON, October Twenty-second, 1930.

To THE BOARD OF TRUSTEES,
*Perkins Institution and Massachusetts
School for the Blind,
Watertown, Massachusetts.*

GENTLEMEN:

I have audited the accounts of Albert Thorndike, Treasurer of the Institution, for the fiscal year ending August 31, 1930, and have found that all income from investments and proceeds from sales of securities have been accounted for, and that the donations, subscriptions, miscellaneous receipts, as shown by the books, have been deposited in bank to the credit of the Treasurer of the Institution.

I have vouched all disbursements and verified the bank balances as at the close of the fiscal year.

All of the securities, as shown by the books, were verified by certification of the custodian, the New England Trust Company.

I hereby certify that the accompanying statements covering the Institution, Howe Memorial Press Fund, and Kindergarten, correctly set forth the income and expenditures for the fiscal year ending August 31, 1930.

Respectfully submitted,

JOHN MONTGOMERY,
Certified Public Accountant.

INSTITUTION. BALANCE SHEET, AUGUST 31, 1930.

ASSETS.

Plant:—

Real estate, Watertown	\$511,512.10
Real estate, South Boston	75,000.00
Real estate, Boston	44,646.25

Equipment:—

Furniture and household	\$10,575.65
Tools, etc.	3,032.99
Music department	15,650.00
Library department	98,743.62

Works department	32,395.74
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Investments:—

Real estate	\$265,178.74
Stocks and bonds	1,752,034.59
Stocks and bonds—Varnum Fund	199,906.67
Stocks and bonds—Baker Fund	11,450.92
Mortgage receivable	1,300.00
	<hr/>
Inventory of provisions and supplies	4,044.52
Loans receivable	500.00
Accounts receivable	10,047.87
Cash on hand	40,693.99
	<hr/>
Total	\$3,076,713.65
	<hr/>

LIABILITIES.

General account	\$598,881.53
Funds:—	
Special	\$103,041.69
Permanent	596,900.60
General	1,754,179.28
	<hr/>
Unexpended income, special funds	19,535.71
Gifts for clock and organ	39.00
Vouchers payable	3,040.45
Accounts payable	1,095.39
	<hr/>
Total	\$3,076,713.65
	<hr/>

TREASURER'S CONDENSED INCOME ACCOUNT, YEAR ENDING AUGUST 31, 1930.

Rent net income	\$11,072.84
Interest and dividends, general purposes	\$91,724.59
Interest and dividends, special funds	5,937.10
Interest and dividends, Varnum Fund	14,016.99
	<hr/>
Annuities	1,396.29
Tuition and board, Massachusetts	\$36,500.00
Tuition and board, others	34,064.27
	<hr/>
Total	\$194,712.08
Less special fund income to special fund accounts	\$5,937.10
Varnum Fund income to Varnum Fund account	14,016.99
Repairs on account of faulty construction	2,851.87
Repairs, etc., 133 Newbury Street, Boston	824.21
Treasurer's Miscellaneous expenses	2,019.05
Extraordinary expenses	565.91
	<hr/>
Net income	\$168,496.95
Net charge to Director	154,275.51
	<hr/>
Balance of income	\$14,221.44
	<hr/>

DIRECTOR'S CONDENSED EXPENSE ACCOUNT, YEAR ENDING AUGUST 31, 1930.

Administration :—

Salaries and wages	\$9,760.48
Other expenses	363.11
	<hr/>

Maintenance and operation of plant :—

Salaries and wages	\$32,391.17
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Other expenses :—

Provisions	\$18,089.48
Light, heat and power	9,517.86
Household furnishings and supplies	1,465.46
Insurance and water	2,687.92
Repairs	5,491.18
Publicity	1,890.11
Field workers	455.90
Extraordinary expense	151.50
Depreciation on furniture, household equipment tools, etc.	3,380.35
Depreciation on buildings, Water-town	13,973.29
Net loss works department	3,095.47
Miscellaneous	1,973.90
	<hr/>
	62,172.42
	<hr/>
	94,563.59

Instruction and school supplies :—

Salaries and wages	\$47,814.59
Other expenses	2,086.63
	<hr/>
Total	\$154,588.40
Less net income, Tuning department	312.89
	<hr/>
Net charge to Director	\$154,275.51
	<hr/>

INCOME SPECIAL FUNDS.

On hand September 1, 1929	\$17,812.58
Add income 1929-1930	5,937.10
	<hr/>
Total	\$23,749.68
Distributed	4,213.97
	<hr/>
Unexpended income August 31, 1930	\$19,535.71
	<hr/>

WORKS DEPARTMENT.

BALANCE SHEET, AUGUST 31, 1930.

ASSETS.

Cash	\$610.79
Accounts receivable	4,821.66
Merchandise inventory	8,542.86
Machinery and tools	\$7,052.49
Furniture and fixtures	9,752.94
Auto trucks	1,615.00
	<hr/>
Total	\$32,395.74
	<hr/>

LIABILITIES.

Main office		\$35,491.21
Less—net loss		3,095.47
Total		<u>\$32,395.74</u>

PROFIT AND LOSS, AUGUST 31, 1930.

	REVENUE.	
Sales		\$44,300.32
EXPENDITURES.		
Materials used		\$11,561.91
Salaries and wages		29,184.02
General expenses		3,888.26
Auto expense		1,049.44
Total expenditures		<u>45,683.63</u>
Loss		\$1,383.31
Add:—		
Difference in inventory of tools and equipment		\$1,606.71
Loss on bad accounts		109.45
Total		<u>\$1,716.16</u>
Less:—		
Bad debts recovered		4.00
Net loss for the year ending August 31, 1930		<u>\$3,095.47</u>

INSTITUTION FUNDS.

Special funds:—

Robert C. Billings (for deaf, dumb and blind)		\$4,000.00
Marks I. Cohen (for Jewish children)		90.35
John D. Fisher (Scholarship)		5,230.00
Joseph B. Glover (for blind and deaf)		5,000.00
John Goldthwait		1,333.15
Harris Fund (Outdoor Relief)		26,667.00
Maria Kemble Oliver (Concert Tickets)		15,000.00
Prescott (Scholarship)		18,471.45
Elizabeth P. Putnam (Higher Education)		1,000.00
Richard M. Saltonstall (use Trustees)		3,000.00
A. Shuman (Clothing)		1,000.00
Thomas Stringer (care of T. S., etc.)		15,880.32
Julia E. Turner		6,369.42
		<u>\$103,041.69</u>

Permanent funds:—

George Baird		\$12,895.21
Charles Tidd Baker		11,733.05
Charlotte Billings		40,507.00
Frank W. Boles		76,329.02
Stoddard Capen		13,770.00
Jennie M. Colby, in memory of		100.00
Ella Newman Curtis Fund		2,000.00
Stephen Fairbanks		10,000.00

Amounts carried forward \$167,334.28 \$103,041.69

Amounts brought forward \$167,334.28 \$103,041.69

Permanent funds—Continued

David H. Fanning	. . . . .	5,010.56
Harris Fund (General Purposes)	. . . . .	53,333.00
Harriet S. Hazeltine Fund	. . . . .	5,000.00
Benjamin Humphrey	. . . . .	25,000.00
Prentiss M. Kent	. . . . .	2,500.00
Kate M. Morse Fund	. . . . .	5,000.00
Jonathan E. Pecker	. . . . .	950.00
Richard Perkins	. . . . .	20,000.00
Henry L. Pierce	. . . . .	20,000.00
Mrs. Marilla L. Pitts, in memory of	. . . . .	5,000.00
Frederick W. Prescott, Endowment	. . . . .	25,338.95
Frank Davison Rust Memorial	. . . . .	4,000.00
Samuel E. Sawyer	. . . . .	2,174.77
Charles Frederick Smith	. . . . .	8,663.00
Timothy Smith	. . . . .	2,000.00
Mary Lowell Stone Fund	. . . . .	4,000.00
George W. Thym	. . . . .	5,054.66
Alfred T. Turner	. . . . .	1,000.00
Levina B. Urbino	. . . . .	500.00
William Varnum Fund	. . . . .	217,047.88
Ann White Vose	. . . . .	12,994.00
Charles L. Young	. . . . .	5,000.00
		596,900.60

General funds:—

Charlotte H. Andrews	. . . . .	\$15,169.87
Ellen S. Bacon	. . . . .	5,000.00
Elizabeth B. Bailey	. . . . .	3,000.00
Eleanor J. W. Baker	. . . . .	2,500.00
Calvin W. Barker	. . . . .	1,859.32
Lucy B. Barker	. . . . .	5,953.21
Francis Bartlett	. . . . .	2,500.00
Elizabeth Howard Bartol	. . . . .	5,000.00
Mary Bartol	. . . . .	300.00
Thompson Baxter	. . . . .	322.50
Robert C. Billings	. . . . .	25,000.00
George Nixon Black	. . . . .	10,000.00
Susan A. Blaisdell	. . . . .	5,832.66
Dehon Blake	. . . . .	500.00
William T. Bolton	. . . . .	555.22
George W. Boyd	. . . . .	5,000.00
Caroline E. Boyden	. . . . .	1,930.39
J. Putnam Bradlee	. . . . .	268,391.24
Charlotte A. Bradstreet	. . . . .	23,273.49
Ellen F. Bragg	. . . . .	7,808.03
Lucy S. Brewer	. . . . .	10,215.36
J. Edward Brown	. . . . .	100,000.00
Maria A. Burnham	. . . . .	10,000.00
T. O. H. P. Burnham	. . . . .	5,000.00
Abbie Y. Burr	. . . . .	200.00
Annie E. Caldwell	. . . . .	4,000.00
Emma C. Campbell	. . . . .	1,000.00
Ellen G. Cary	. . . . .	50,000.00
Edward F. Cate	. . . . .	5,000.00
Robert R. Centro, in memory of	. . . . .	10,000.00
Fanny Channing	. . . . .	2,000.00
Mary F. Cheever	. . . . .	200.00
Ida May Chickering	. . . . .	1,052.03
Ann Eliza Colburn	. . . . .	5,000.00

Amounts carried forward \$593,563.92 \$699,942.29

Amounts brought forward \$593,563.92 \$699,942.29

General funds—*Continued*

Susan J. Conant	. . . . .	500.00
William A. Copeland	. . . . .	1,000.00
Louise F. Crane	. . . . .	5,000.00
W. Murray Crane	. . . . .	10,000.00
Harriet Otis Cruff	. . . . .	6,000.00
David Cummings	. . . . .	7,723.07
Chastine L. Cushing	. . . . .	500.00
I. W. Danforth	. . . . .	2,500.00
Charles L. Davis	. . . . .	1,000.00
Susan L. Davis	. . . . .	1,500.00
Joseph Descalzo	. . . . .	1,000.00
Elsie C. Disher	. . . . .	163,250.07
John H. Dix	. . . . .	10,000.00
Mary Frances Drown	. . . . .	20,762.43
Alice J. H. Dwinell	. . . . .	200.00
Mary E. Eaton	. . . . .	5,000.00
William Eaton	. . . . .	500.00
Martha S. Ensign	. . . . .	2,505.48
Orient H. Eustis	. . . . .	500.00
Sarah M. Farr	. . . . .	64,247.43
Mortimer C. Ferris Memorial	. . . . .	1,000.00
Thomas B. Fitzpatrick	. . . . .	1,000.00
John Forrest	. . . . .	1,000.00
Ann Maria Fosdick	. . . . .	14,333.79
Nancy H. Fosdick	. . . . .	3,937.21
Sarah E. Foster	. . . . .	200.00
Mary Helen Freeman	. . . . .	1,000.00
Cornelia Anne French	. . . . .	10,000.00
Martha A. French	. . . . .	164.40
Ephraim L. Frothingham	. . . . .	1,825.97
Jessie P. Fuller	. . . . .	200.00
Thomas Gaffield	. . . . .	6,685.38
Albert Glover	. . . . .	1,000.00
Joseph B. Glover	. . . . .	5,000.00
Benjamin H. Goldsmith	. . . . .	11,062.77
Charlotte L. Goodnow	. . . . .	6,471.23
Charles G. Green	. . . . .	39,328.65
Mary Louise Greenleaf	. . . . .	199,189.94
Ellen Hammond	. . . . .	1,000.00
Hattie S. Hathaway	. . . . .	500.00
Jerusha F. Hathaway	. . . . .	5,000.00
Charles H. Hayden	. . . . .	27,461.01
John C. Haynes	. . . . .	1,000.00
Mary E. T. Healy	. . . . .	200.00
Joseph H. Heywood	. . . . .	500.00
Ira Hiland	. . . . .	3,893.37
George A. Hill	. . . . .	100.00
Margaret A. Holden	. . . . .	3,708.32
Charles Sylvester Hutchinson	. . . . .	2,156.00
Eliza J. Kean	. . . . .	40,124.64
Ernestine M. Kettle	. . . . .	10,000.00
B. Marion Keyes	. . . . .	2,000.00
Lulu S. Kimball	. . . . .	10,000.00
Lydia F. Knowles	. . . . .	50.00
Catherine M. Lamson	. . . . .	6,000.00
Susan M. Lane	. . . . .	815.71
Benjamin Levy	. . . . .	500.00
E. E. Linderholm	. . . . .	505.56

Amounts carried forward \$1,316,165.75 \$699,942.29

Amounts brought forward \$1,316,165.75 \$699,942.29

General funds—Continued

William Litchfield	. . . . .	7,951.48
Mary I. Locke	. . . . .	8,361.89
Hannah W. Loring	. . . . .	9,500.00
Adolph S. Lundin	. . . . .	100.00
Susan B. Lyman	. . . . .	4,809.78
Stephen W. Marston	. . . . .	5,000.00
William H. Maynard	. . . . .	20,163.34
Charles Merriam	. . . . .	1,000.00
Joseph F. Noera	. . . . .	2,000.00
Emily C. O'Shea	. . . . .	1,000.00
Sarah Irene Parker	. . . . .	699.41
William Prentiss Parker	. . . . .	2,500.00
George Francis Parkman	. . . . .	50,000.00
Grace Parkman	. . . . .	500.00
Philip G. Peabody	. . . . .	1,200.00
Elizabeth W. Perkins	. . . . .	2,000.00
Edward D. Peters	. . . . .	500.00
Sarah E. Pratt	. . . . .	2,988.34
Grace E. Reed	. . . . .	5,054.25
Matilda B. Richardson	. . . . .	300.00
Julia M. Roby	. . . . .	500.00
Mary L. Ruggles	. . . . .	3,000.00
Elizabeth H. Russell	. . . . .	500.00
Marian Russell	. . . . .	5,000.00
Nancy E. Rust	. . . . .	2,640.00
Joseph Scholfield	. . . . .	2,500.00
Sarah E. Seabury	. . . . .	3,116.01
Richard Black Sewell	. . . . .	25,000.00
Charles F. Sherman	. . . . .	2,000.00
Margaret A. Simpson	. . . . .	968.57
Ellen V. Smith	. . . . .	25,000.00
Esther W. Smith	. . . . .	5,000.00
The Maria Spear Bequest for the Blind	. . . . .	15,000.00
Henry F. Spencer	. . . . .	1,000.00
Cora N. T. Stearns	. . . . .	53,558.50
Lucretia J. Stochr	. . . . .	2,967.26
Joseph C. Storey	. . . . .	5,000.00
Sophronia S. Sunbury	. . . . .	365.19
Mary F. Swift	. . . . .	1,391.00
William Taylor	. . . . .	893.36
Joanna C. Thompson	. . . . .	1,000.00
William Timlin	. . . . .	7,820.00
Alice W. Torrey	. . . . .	71,560.00
Mary Wilson Tucker	. . . . .	481.11
George B. Upton	. . . . .	10,000.00
Charles A. Vialle	. . . . .	1,990.00
Abbie T. Vose	. . . . .	1,000.00
Nancie S. Vose	. . . . .	300.00
Horace W. Wadleigh	. . . . .	2,000.00
Joseph K. Wait	. . . . .	3,000.00
Harriet Ware	. . . . .	1,952.02
Charles F. Webber	. . . . .	11,250.00
Allena F. Warren	. . . . .	2,828.33
William H. Warren	. . . . .	4,073.17
Mary Ann P. Weld	. . . . .	2,000.00
Adelia C. Williams	. . . . .	1,000.00
Oliver M. Wentworth	. . . . .	300.00
Cordelia H. Wheeler	. . . . .	800.00

Amounts carried forward \$1,820,548.76 \$699,942.29

Amounts brought forward \$1,820,548.76 \$699,942.29

General funds—Concluded

Opha J. Wheeler	. . . . .	3,086.77
Samuel Brenton Whitney	. . . . .	1,000.00
Mehitable C. C. Wilson	. . . . .	543.70
Thomas T. Wyman	. . . . .	20,000.05
Fanny Young	. . . . .	8,000.00
William D. Young	. . . . .	1,000.00
		<hr/>
		1,754,179.28
		<hr/>
		\$2,454,121.57

HOWE MEMORIAL PRESS FUND.

BALANCE SHEET, AUGUST 31, 1930.

ASSETS.

Equipment and supplies:—

Printing plant	. . . . .	\$524.75
Machinery	. . . . .	2,879.74
Printing inventory	. . . . .	7,873.19
Appliances inventory	. . . . .	7,290.41
Embossing inventory	. . . . .	547.80
Stationery, etc. inventory	. . . . .	635.16
		<hr/>
		\$19,751.05

Investments:—

Stocks and bonds	. . . . .	288,153.34
Accounts receivable	. . . . .	906.12
Cash on hand	. . . . .	1,784.45
Total	. . . . .	<hr/>
		\$310,594.96

LIABILITIES.

General account	. . . . .	\$285,817.32
Funds:—		
Special	. . . . .	\$7,000.00
Permanent	. . . . .	5,000.00
General	. . . . .	12,190.00
		<hr/>
Vouchers payable	. . . . .	587.64
Total	. . . . .	<hr/>
		\$310,594.96

TREASURER'S CONDENSED INCOME ACCOUNT, YEAR ENDING AUGUST 31, 1930.

Interest and dividends, general purposes	. . . . .	\$16,061.28
Interest and dividends, special funds	. . . . .	544.12
Total	. . . . .	<hr/>
Less Treasurer's expenses	. . . . .	\$16,605.40
Net income	. . . . .	50.00
Net charge to Director	. . . . .	<hr/>
Balance of income	. . . . .	\$16,555.40
		13,668.40
		<hr/>
		\$2,887.00

DIRECTOR'S CONDENSED EXPENSE ACCOUNT, YEAR ENDING AUGUST 31, 1930.

Maintenance and operation of plant:—

Embossing	\$3,226.23
Printing	4,366.47
Appliances	9,043.33
Stationery	417.51
Library	3,982.65
Depreciation on machinery and equipment	395.42
Salaries	2,393.24
Loss on bad accounts	2.25
Miscellaneous	180.79
	<hr/>
	\$24,007.89

Less:—

Discounts	\$41.07
Sale of appliances	8,246.59
Sale of books, music, etc.	2,051.83

Net charge to Director	<hr/> <hr/> \$13,668.40
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HOWE MEMORIAL PRESS FUNDS.

Special funds:—

Harriet S. Hazeltine (printing raised characters)	\$2,000.00
Deacon Stephen Stickney Fund (books, maps and charts)	5,000.00

Permanent fund:—

J. Pauline Schenkl	5,000.00
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General funds:—

Beggs Fund	\$900.00
Joseph H. Center	1,000.00
Augusta Wells	10,290.00
	<hr/>
	<hr/> <hr/> \$24,190.00

KINDERGARTEN.

BALANCE SHEET, AUGUST 31, 1930.

ASSETS.

Plant:—

Real estate, Watertown	\$421,396.52
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Equipment:—

Furniture and household	\$9,972.17
Tools, etc.	3,285.26
Music department	1,200.00
Library department	40.95

Investments:—

Real estate	\$376,940.77
Stocks and bonds	1,731,709.26

Inventory of provisions and supplies	4,044.51
Loans receivable	500.00
Accounts receivable	1,054.29
Cash on hand	21,759.54

Total	<hr/> <hr/> \$2,571,903.27
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LIABILITIES.

General account		\$770,580.75
Funds :—		
Special		\$24,131.85
Permanent		205,407.35
General		1,550,864.02
		<u>1,780,403.22</u>
Unexpended income, special funds		7,226.90
Vouchers payable		4,416.85
Accounts payable		9,275.55
Total		<u>\$2,571,903.27</u>

TREASURER'S CONDENSED INCOME ACCOUNT, YEAR ENDING AUGUST 31, 1930.

Rent net income		\$14,854.58
Interest and dividends, general purposes		94,429.73
Interest and dividends, special funds		1,474.35
Tuition and board, Massachusetts		\$29,460.00
Tuition and board, others		15,540.00
		<u>45,000.00</u>
Total		\$155,758.66
Less special fund income to special fund accounts		\$1,474.35
Treasurer's miscellaneous expenses		1,501.50
Repairs on account of faulty construction		1,913.87
		<u>4,889.72</u>
Net income		\$150,868.94
Net charge to Director		140,391.47
Balance of income		<u>\$10,477.47</u>

DIRECTOR'S CONDENSED EXPENSE ACCOUNT, YEAR ENDING AUGUST 31, 1930.

Administration :—		
Salaries and wages		\$9,390.18
Other expenses		388.27
		<u>\$9,778.45</u>
Maintenance and operation of plant :—		
Salaries and wages		\$34,878.23
Other expenses :—		
Provisions		\$15,112.15
Light, heat and power		8,947.05
Tuition and board		14,830.94
Household furnishings and supplies		1,582.32
Depreciation on furniture, household equipment, tools, etc.		1,431.14
Depreciation on buildings, Watertown		11,090.80
Insurance and water		2,359.77
Repairs		3,766.32
Publicity		1,434.25
Field workers		280.16
Extraordinary expense		472.92
Loss on bad accounts		128.59
Psychological research work		853.36
Miscellaneous		2,779.25
		<u>65,069.02</u>
		<u>99,947.25</u>
Instruction and school supplies :—		
Salaries and wages		\$28,384.00
Other expenses		2,281.77
		<u>30,665.77</u>
Net charge to Director		<u>\$140,391.47</u>

INCOME SPECIAL FUNDS.

On hand September 1, 1929		\$6,323.79
Income 1929-1930		1,474.35
Total		\$7,798.14
Distributed		571.24
Unexpended income August 31, 1930		<u><u>\$7,226.90</u></u>

KINDERGARTEN FUNDS.

Special funds:—

Charles Wells Cook (Scholarship)	\$5,000.00
Helen Atkins Edmonds Memorial (Scholarship)	5,000.00
Glover Fund (Albert Glover, Blind deaf mutes)	1,054.10
Ira Hiland	1,000.00
Emmeline Morse Lane (Books)	1,000.00
Leonard and Jerusha Hyde Room	4,000.00
Lucy H. Stratton (Anagnos Cottage)	7,077.75
	<u><u>\$24,131.85</u></u>

Permanent funds:—

Charles Tidd Baker	\$17,599.77
William Leonard Benedict, Jr., Memorial	1,000.00
Samuel A. Borden	4,675.00
A. A. C., in Memoriam	500.00
Helen G. Coburn	9,980.10
M. Jane Wellington Danforth Fund	10,000.00
Caroline T. Downes	12,950.00
Charles H. Draper	23,934.13
Eliza J. Bell Draper Fund	1,500.00
George R. Emerson	5,000.00
Mary Eveleth	1,000.00
Eugenia F. Farnham	1,015.00
Susan W. Farwell	500.00
John Foster	5,000.00
The Luther & Mary Gilbert Fund	8,541.77
Albert Glover	1,000.00
Mrs. Jerome Jones Fund	9,935.95
Charles Larned	5,000.00
George F. Parkman	3,500.00
Catherine P. Perkins	10,000.00
Frank Davison Rust Memorial	15,600.00
Caroline O. Seabury	1,000.00
Phoebe Hill Simpson	3,446.11
Eliza Sturgis Fund	21,729.52
Abby K. Sweetser	25,000.00
Hannah R. Sweetser Fund	5,000.00
Levina B. Urbino	500.00
May Rosevear White	500.00
	<u><u>205,407.35</u></u>

General funds:—

Emilie Albee	\$150.00
Lydia A. Allen	748.38
Michael Anagnos	3,000.00
Harriet T. Andrew	5,000.00
Martha B. Angell	34,200.79
Mrs. William Appleton	18,000.00

Amounts carried forward \$61,099.17 \$229,539.20

Amounts brought forward \$61,099.17 \$229,539.20

General funds—Continued

Elizabeth H. Bailey	. . . . .	500.00
Eleanor J. W. Baker	. . . . .	2,500.00
Ellen M. Baker	. . . . .	13,053.48
Mary D. Balfour	. . . . .	100.00
Mary D. Barrett	. . . . .	1,000.00
Nancy Bartlett Fund	. . . . .	500.00
Sidney Bartlett	. . . . .	10,000.00
Emma M. Bass	. . . . .	1,000.00
Thompson Baxter	. . . . .	322.50
Robert C. Billings	. . . . .	10,000.00
Sarah Bradford	. . . . .	100.00
Helen C. Bradlee	. . . . .	140,000.00
J. Putnam Bradlee	. . . . .	168,391.24
Charlotte A. Bradstreet	. . . . .	13,576.19
Ellen F. Bragg	. . . . .	7,808.04
Lucy S. Brewer	. . . . .	2,791.18
Sarah Crocker Brewster	. . . . .	500.00
Ellen Sophia Brown	. . . . .	1,000.00
Rebecca W. Brown	. . . . .	8,977.55
Harriet Tilden Browne	. . . . .	2,000.00
Katherine E. Bullard	. . . . .	2,500.00
Annie E. Caldwell	. . . . .	5,000.00
John W. Carter	. . . . .	500.00
Kate H. Chamberlin	. . . . .	5,715.07
Adeline M. Chapin	. . . . .	400.00
Benjamin P. Cheney	. . . . .	5,000.00
Fanny C. Coburn	. . . . .	424.06
Charles H. Colburn	. . . . .	1,000.00
Helen Collamore	. . . . .	5,000.00
Anna T. Coolidge	. . . . .	53,873.38
Mrs. Edward Cordis	. . . . .	300.00
Sarah Silver Cox	. . . . .	5,000.00
Susan T. Crosby	. . . . .	100.00
Margaret K. Cummings	. . . . .	5,000.00
James H. Danforth	. . . . .	1,000.00
Catherine L. Donnison Memorial	. . . . .	1,000.00
George E. Downes	. . . . .	3,000.00
Amanda E. Dwight	. . . . .	6,295.00
Lucy A. Dwight	. . . . .	4,000.00
Mary B. Emmons	. . . . .	1,000.00
Mary E. Emerson	. . . . .	1,000.00
Arthur F. Estabrook	. . . . .	2,000.00
Ida F. Estabrook	. . . . .	2,114.00
Orient H. Eustis	. . . . .	500.00
Annie Louisa Fay Memorial	. . . . .	1,000.00
Sarah M. Fay	. . . . .	15,000.00
Charlotte M. Fiske	. . . . .	5,000.00
Ann Maria Fosdick	. . . . .	14,333.79
Nancy H. Fosdick	. . . . .	3,937.21
Elizabeth W. Gay	. . . . .	7,931.00
Ellen M. Gifford	. . . . .	5,000.00
Joseph P. Glover	. . . . .	5,000.00
Matilda Goddard	. . . . .	300.00
Maria L. Gray	. . . . .	200.00
Caroline H. Greene	. . . . .	1,000.00
Mary L. Greenleaf	. . . . .	5,157.75
Josephine S. Hall	. . . . .	3,000.00
Mary J. Haskell	. . . . .	8,685.42

Amounts carried forward \$632,486.03 \$229,539.20

Amounts brought forward \$632,486.03 \$299,539.20

General funds—Continued

Olive E. Hayden	.	.	.	.	.	.	4,622.45
Allen Haskell	.	.	.	.	.	.	500.00
Jane H. Hodges	.	.	.	.	.	.	300.00
Margaret A. Holden	.	.	.	.	.	.	2,360.67
Marion D. Hollingsworth	.	.	.	.	.	.	1,000.00
Frances H. Hood	.	.	.	.	.	.	100.00
Abigail W. Howe	.	.	.	.	.	.	1,000.00
Martha R. Hunt	.	.	.	.	.	.	10,000.00
Ezra S. Jackson	.	.	.	.	.	.	688.67
Caroline E. Jenks	.	.	.	.	.	.	100.00
Ellen M. Jones	.	.	.	.	.	.	500.00
Hannah W. Kendall	.	.	.	.	.	.	2,515.38
Clara P. Kimball	.	.	.	.	.	.	10,000.00
David P. Kimball	.	.	.	.	.	.	5,000.00
Moses Kimball	.	.	.	.	.	.	1,000.00
Ann E. Lambert	.	.	.	.	.	.	700.00
Jean Munroe Le Brun	.	.	.	.	.	.	1,000.00
Willard H. Lethbridge	.	.	.	.	.	.	28,179.41
William Litchfield	.	.	.	.	.	.	6,800.00
Mary Ann Locke	.	.	.	.	.	.	5,874.00
Robert W. Lord	.	.	.	.	.	.	1,000.00
Elisha T. Loring	.	.	.	.	.	.	5,000.00
Sophia N. Low	.	.	.	.	.	.	1,000.00
Thomas Mack	.	.	.	.	.	.	1,000.00
Augustus D. Manson	.	.	.	.	.	.	8,134.00
Calanthe E. Marsh	.	.	.	.	.	.	19,211.95
Sarah L. Marsh	.	.	.	.	.	.	1,000.00
Waldo Marsh	.	.	.	.	.	.	500.00
Annie B. Matthews	.	.	.	.	.	.	15,000.00
Rebecca S. Melvin	.	.	.	.	.	.	23,545.55
Georgina Merrill	.	.	.	.	.	.	4,773.80
Louise Chandler Moulton	.	.	.	.	.	.	10,000.00
Maria Murdock	.	.	.	.	.	.	1,000.00
Mary Abbie Newell	.	.	.	.	.	.	5,903.65
Margaret S. Otis	.	.	.	.	.	.	1,000.00
Jeannie Warren Paine	.	.	.	.	.	.	1,000.00
Anna R. Palfrey	.	.	.	.	.	.	50.00
Sarah Irene Parker	.	.	.	.	.	.	699.41
Helen M. Parsons	.	.	.	.	.	.	500.00
Edward D. Peters	.	.	.	.	.	.	500.00
Henry M. Peyser	.	.	.	.	.	.	5,678.25
Mary J. Phipps	.	.	.	.	.	.	2,000.00
Caroline S. Pickman	.	.	.	.	.	.	1,000.00
Katherine C. Pierce	.	.	.	.	.	.	5,000.00
Helen A. Porter	.	.	.	.	.	.	50.00
Sarah E. Potter Endowment	.	.	.	.	.	.	425,014.44
Francis L. Pratt	.	.	.	.	.	.	100.00
Mary S. C. Reed	.	.	.	.	.	.	5,000.00
William Ward Rhoades	.	.	.	.	.	.	7,507.86
Jane Roberts	.	.	.	.	.	.	93,025.55
John M. Rodocanachi	.	.	.	.	.	.	2,250.00
Dorothy Roffe	.	.	.	.	.	.	500.00
Rhoda Rogers	.	.	.	.	.	.	500.00
Mrs. Benjamin S. Rotch	.	.	.	.	.	.	8,500.00
Edith Rotch	.	.	.	.	.	.	10,000.00
Rebecca Salisbury	.	.	.	.	.	.	200.00
J. Pauline Schenkl	.	.	.	.	.	.	5,000.00
Joseph Scholfield	.	.	.	.	.	.	3,000.00
<i>Amounts carried forward</i>	.	.	.	.	.	.	\$1,389,871.07
							\$229,539.20

Amounts brought forward \$632,486.03 \$299,539.20

Amounts brought forward \$1,389,871.07 \$229,539.20

General funds—Concluded

Eliza B. Seymour	5,000.00
Esther W. Smith	5,000.00
Annie E. Snow	9,903.27
Adelaide Standish	5,000.00
Elizabeth G. Stuart	2,000.00
Benjamin Sweetzer	2,000.00
Harriet Taber Fund	622.81
Sarah W. Taber	1,000.00
Mary L. Talbot	630.00
Cornelia V. R. Thayer	10,000.00
Delia D. Thorndike	5,000.00
Elizabeth L. Tilton	300.00
Betsey B. Tolman	500.00
Transcript, ten dollar fund	5,666.95
Mary Wilson Tucker	481.11
Mary B. Turner	7,582.90
Royal W. Turner	24,082.00
Minnie H. Underhill	1,000.00
Charles A. Vialle	1,990.00
Rebecca P. Wainwright	1,000.00
George W. Wales	5,000.00
Maria W. Wales	20,000.00
Mrs. Charles E. Ware	4,000.00
Rebecca B. Warren	5,000.00
Jennie A. (Shaw) Waterhouse	565.84
Mary H. Watson	100.00
Ralph Watson Memorial	237.92
Isabella M. Weld	14,795.06
Mary Whitehead	666.00
Evelyn A. Whitney Fund	4,888.00
Julia A. Whitney	100.00
Sarah W. Whitney	150.62
Betsy S. Wilder	500.00
Hannah Catherine Wiley	200.00
Mary W. Wiley	150.00
Mary Williams	5,000.00
Almira F. Winslow	306.80
Eliza C. Winthrop	5,041.67
Harriet F. Wolcott	5,532.00
	1,550,864.02
	\$1,780,403.22

CONTRIBUTIONS FOR THE PERKINS INSTITUTION.

PRESCOTT FUND FOR SCHOLARSHIP EXPENSE.

Through the Ladies' Auxiliary Society:—

Annual subscriptions		\$1,053.50
Donations		1,656.00
Cambridge Branch		51.00
Dorchester Branch		42.00
Lynn Branch		33.00
Milton Branch		32.00
		<hr/> \$2,867.50

ANNUAL SUBSCRIPTIONS.

	<i>Amount brought forward</i>	<i>\$289.00</i>
Adams, Mrs. Waldo	\$5.00	
Allen, Mrs. Francis R.	3.00	
Amory, Mrs. C. W.	50.00	
Amory, Mrs. Wm.	25.00	
Atkins, Mrs. Edwin F.	5.00	
Badger, Mrs. Wallis B.	5.00	
Balch, Mrs. F. G.	5.00	
Baldwin, Mrs. J. C. T.	5.00	
Bangs, Mrs. F. R.	10.00	
Barnet, Mrs. S. J.	5.00	
Beal, Mrs. Boylston A.	10.00	
Bruerton, Mr. Courtney, in mem- ory of his mother, Mrs. James Bruerton,	5.00	
Burns, Mr. Walter G.	2.00	
Carr, Mrs. Samuel	10.00	
Carter, Mr. R. B.	5.00	
Chamberlain, Mrs. M. L.	5.00	
Chandler, Mrs. Frank W.	5.00	
Chapin, Mrs. Henry B.	10.00	
Chapman, Miss E. D.	2.00	
Clark, Mrs. Frederic S.	10.00	
Clement, Mrs. Hazen	5.00	
Cobb, Mrs. Charles K.	5.00	
Codman, Miss Catherine Amory .	10.00	
Conant, Mr. E. D.	10.00	
Corey, Mrs. H. D.	2.00	
Cox, Mrs. William E.	10.00	
Craig, Mrs. H. M.	10.00	
Craigin, Dr. George A.	5.00	
Curtis, Miss Mary G.	10.00	
Cushing, Mrs. H. W.	5.00	
Cushing, Miss Sarah P.	5.00	
Cutler, Mrs. C. F.	10.00	
Cutler, Mrs. E. G.	5.00	
Dale, Mrs. Eben	5.00	
Damon, Mrs. J. L.	5.00	
Denny, Mrs. Arthur B.	5.00	
	<hr/> <i>Amount carried forward</i>	<i>\$289.00</i>
	<i>Amount carried forward</i>	<i>\$565.00</i>

<i>Amount brought forward .</i>	\$565.00	<i>Amount brought forward .</i>	\$788.50
Lamb, Miss A. T.	2.00	Robbins, Mrs. Reginald L.	3.00
Ledyard, Mrs. Lewis C.	5.00	Rogers, Mrs. R. K.	5.00
Leland, Mrs. Lewis A.	1.00	Rosenbaum, Mrs. Henry	2.00
Levi, Mrs. Harry	2.50	Ross, Mrs. Waldo O.	5.00
Little, Mrs. David M.	25.00	Rowlett, Mrs. Thomas	2.00
Locke, Mrs. C. A.	10.00	Russell, Miss Catherine E.	5.00
Lothrop, Miss Mary B.	5.00	Sargent, Mrs. F. W.	15.00
Lowell, Mrs. John	5.00	Shepard, Mr. Thomas H.	5.00
Mainster, Mrs. Sarah	3.00	Sherwin, Mrs. Thomas	2.00
Mansfield, Mrs. George S.	2.00	Sprague, Mrs. Henry B.	5.00
Mansur, Mrs. Martha P.	5.00	Stackpole, Mrs. F. D.	5.00
Mason, Miss Fanny P.	10.00	Stackpole, Miss Roxana	5.00
Merrill, Mrs. L. M.	5.00	Stearns, Mr. Charles H.	10.00
Morrison, Miss Jean E.	3.00	Stearns, Mrs. Wm. Brackett	3.00
Morrison, Mrs. W. A.	1.00	Stevens, Miss Alice B.	5.00
Moses, Mrs. George	2.00	Taff, Mrs. William W.	2.00
Moses, Mrs. Joseph	5.00	Taylor, Mrs. Wm. O.	5.00
Moses, Mrs. Louis	1.00	Thomson, Mrs. A. C.	5.00
Nathan, Mrs. Jacob	2.00	Thorndike, Mrs. A. A.	5.00
Nathan, Mrs. John	5.00	Thorndike, Mrs. Augustus L.	5.00
Olmstead, Mrs. J. C.	5.00	Tileston, Mrs. John B.	5.00
Orcutt, Mrs. Wm. Dana	1.00	Traiser, Miss Fannie J.	5.00
Page, Mrs. Calvin Gates	2.00	Ward, Miss Anita S.	10.00
Paine, Mrs. Wm. D.	2.00	Ward, Miss Julia A.	5.00
Pecker, Miss Annie J.	10.00	Warren, Mrs. Bayard	25.00
Perkins, Mr. Edward N.	10.00	Weeks, Mr. A. G.	10.00
Pickman, Mrs. Dudley L.	25.00	Weld, Mrs. A. W.	5.00
Punchard, Miss A. L.	2.00	White, Miss E. O.	25.00
Putnam, Mrs. James J.	5.00	Willson, Miss Lucy	10.00
Ratshesky, Mrs. I. A.	5.00	Windram, Mrs. W. T.	50.00
Reed, Mrs. Arthur	2.00	Withington, Miss Anna S.	1.00
Rice, Estate of Nannie R.	50.00	Wolcott, Mrs. Roger	5.00
Richardson, Mrs. Frederic L. W.	5.00	Young, Mrs. Benjamin L.	10.00
<i>Amount carried forward .</i>	<u>\$788.50</u>	<i>Total</i>	<u>\$1,053.50</u>

DONATIONS.

	<i>Amount brought forward .</i>	\$241.00	
Adams, Mrs. Charles H.	5.00	Carter, Mrs. John W.	10.00
Adams, Mr. George	2.00	Chaffin, Mrs. S. S. for 1929	10.00
Agoos Family Fund	100.00	Clark, Mrs. Robert Farley	5.00
Alden, Mrs. Charles H. for 1929	5.00	Clerk, Mrs. William F.	2.00
Allen, Mrs. Thomas	5.00	Converse, Mrs. C. C.	25.00
Bailey, Mrs. Hollis R.	5.00	Cotton, Miss Elizabeth A.	200.00
Barnes, Mr. Joel M.	10.00	Crowninshield, Mr. F. B.	25.00
Bartol, Mrs. John W.	10.00	Daniels, Mrs. Edwin A.	3.00
Bayley, Mrs. M. R.	20.00	Edgar, Mrs. Charles L.	10.00
Baylies, Mrs. Walter Cabot	10.00	Ferrin, Mr. and Mrs. F. M.	10.00
Bicknell, Mrs. William J.	2.00	Friends, through the S. & H. Legal Stamp Voting Contest .	25.00
Bigelow, Mrs. J. S.	10.00	Frothingham, Mrs. L. A.	25.00
Birdsall, Mr. A. W.	5.00	Gage, Mrs. Homer	50.00
Blake, Mrs. Francis	5.00	Gill, Mr. Abbott D.	2.00
Bradt, Mrs. Julia B.	5.00	Grandgent, Prof. Charles H.	3.00
Brett, Miss Anna K.	15.00	Gray, Mrs. J. C.	25.00
Brewer, Mrs. D. C.	5.00	Greenough, Mrs. H. V.	25.00
Bullens, Miss Charlotte L.	2.00	Grosberg Family Fund	100.00
Burnham, Mrs. H. D.	5.00		
C.	10.00		
Carpenter, Mrs. George A.	5.00		
<i>Amount carried forward .</i>	<u>\$241.00</u>	<i>Amount carried forward .</i>	<u>\$796.00</u>

<i>Amount brought forward .</i>	\$796.00	<i>Amount brought forward .</i>	\$1243.00
Gulid Mrs. S. Eliot . . .	10.00	Reed, Mr. Robert G. . .	10.00
Harris, Miss Frances K. . .	2.00	Richards, Miss Alice A. . .	10.00
Hatch, Mrs. Fred W. . .	5.00	Richardson, Mrs. John . . .	3.00
Hersey, Mrs. A. H. . .	5.00	Riley, Mr. Charles E. . .	50.00
Houghton, Miss Elizabeth G. . .	10.00	Robbins, Mrs. Royal . . .	5.00
Hubbard, Mrs. Eliot . . .	10.00	Rosenbaum, Mrs. Louis . . .	5.00
Hyneman, Mrs. Louis . . .	2.00	Sanger, Mr. Sabin P. . .	25.00
In memory of Mrs. Harriet L. Thayer, through Mrs. Hannah T. Brown . . .	5.00	Saunders, Miss Elizabeth, in memory of her mother, Mrs. D. E. Saunders . . .	2.00
Iasigi, Miss Mary V. . .	5.00	Scudder, Mrs. Charles L. . .	2.00
Joy, Mrs. Charles H. . .	10.00	Sears, Mr. Herbert M. . .	25.00
Karolik, Mrs. Maxim . . .	5.00	Sears, Mrs. Richard D. . .	20.00
Keene, Mrs. Jarvis B. . .	10.00	Shepard, Mr. O. A. . .	10.00
Kimball, Miss Hannah H. . .	25.00	Sias, Mrs. Charles D. . .	25.00
Lawrence, Mrs. John . . .	25.00	Sias, Miss Martha G. . .	10.00
Lee, Mrs. George . . .	5.00	Spalding, Miss Dora N. . .	10.00
"E. L." . . .	10.00	Sprague, Mrs. Charles . . .	1.00
Leland, Miss Ella A. . .	15.00	St. John, Mrs. C. Henry, in memory of her mother, Mrs. Isaac H. Russell . . .	5.00
Leland, Mrs. Lester . . .	100.00	Stearns, Mr. Wm. B. . .	2.00
Lockwood, Mrs. T. S. . .	10.00	Stone, Mrs. E. P. . .	5.00
Loring, Judge W. C. . .	3.00	Storror, Mrs. J. J. . .	25.00
Lowell, Miss Lucy . . .	5.00	Strauss, Mrs. Louis . . .	5.00
Lyman, Mrs. George H. . .	10.00	Talbot Mrs. Thomas Palmer . . .	1.00
Mason, Mrs. C. E. . .	50.00	Thayer, Mrs. Ezra Ripley . . .	10.00
McKee, Mrs. William L. . .	5.00	Thayer, Mrs. William G. . .	10.00
Merriam, Mrs. Frank . . .	10.00	Thorndike, Mrs. Augustus . . .	5.00
Merriman, Mrs. Daniel . . .	5.00	Tucker, Mrs. J. Alfred . . .	7.00
Mills, Mrs. D. T. . .	5.00	Vickery, Mrs. Herman F. . .	5.00
Monks, Mrs. George H. . .	20.00	Wadsworth, Mrs. A. F. . .	10.00
Morss, Mrs. Everett . . .	5.00	Wadsworth, Mrs. W. A. . .	20.00
Nazro, Mrs. F. H. . .	2.00	Walker, Mrs. W. H. . .	10.00
Parker, Miss Eleanor S. . .	10.00	Webster, Mrs. F. G. . .	50.00
Pierce, Mrs. Silas . . .	2.00	Wilder, Mr. Charles P. . .	5.00
Perry, Mrs. C. F. . .	3.00	Williams, Mrs. Arthur . . .	5.00
Pfaelzer, Mrs. F. T. . .	10.00	Williams, Mrs. C. A. . .	5.00
Pitman, Mrs. B. F. . .	10.00	Wright, Mr. George R. . .	15.00
Prince, Mrs. Morton . . .	10.00		
Professional Women's Club . . .	10.00		
Punchard, Miss Abbie L. . .	3.00		
		Total	\$1,656.00
<i>Amount carried forward .</i>	\$1243.00		

CAMBRIDGE BRANCH.

	<i>Amount brought forward .</i>	\$33.00
Agassiz, Mr. Max . . .	\$25.00	
Boggs, Mrs. Edwin P. . .	2.00	
Francke, Mrs. Kuno . . .	5.00	
Goodale, Mrs. George L. . .	1.00	
<i>Amount carried forward .</i>	\$33.00	

\$51.00

LYNN BRANCH.

	<i>Amount brought forward .</i>	\$8.00
Caldwell, Mrs. Ellen F. . .	\$1.00	
Earp, Miss Emily A. . .	2.00	
Elmer, Mrs. V. J. . .	5.00	
<i>Amount carried forward .</i>	\$8.00	

\$33.00

DORCHESTER BRANCH.

Churchill, Judge J. R.	\$1.00	<i>Amount brought forward</i>	. \$11.00
Churchill, Mrs. J. R.	1.00		
Cushing, Miss Sarah T.	2.00	Preston, Miss Myra C.	2.00
Faunce, Miss Eliza H., in memory of her mother, Mrs. Sewall A. Faunce	1.00	Read, Mrs. G. M.	1.00
Hall, Mrs. Henry, donation	2.00	Whiton, Mrs. Royal	1.00
Humphreys, Mrs. Richard C.	2.00	Willard, Mrs. L. P.	1.00
Jordan, Miss Ruth A.	2.00	Whitcher, Mr. Frank W., donation	5.00
<i>Amount carried forward</i>	<u>\$11.00</u>	Wood, Mrs. W. A.	20.00
		Woodberry, Miss Mary, donation	1.00
			<u>\$42.00</u>

MILTON BRANCH.

Jaques, Miss Helen	\$10.00	<i>Amount brought forward</i>	. \$27.00
Klous, Mrs. H. D.	2.00		
Pierce, Mr. Vassar	10.00	Ware, Mrs. Arthur L.	5.00
Rivers, Mrs. G. R. R.	5.00		
<i>Amount carried forward</i>	<u>\$27.00</u>		<u>\$32.00</u>

All contributors to the fund are respectfully requested to peruse the above list, and to report either to ALBERT THORNDIKE, Treasurer, No. 10 Post Office Square, Boston, or to the Director, EDWARD E. ALLEN, Watertown, any omissions or inaccuracies which they may find in it.

ALBERT THORNDIKE,
Treasurer.

No. 10 POST OFFICE SQUARE, BOSTON.

